Memorandum

November 5, 2015

To: Executive Committee
   Faculty Senate

From: Valerie Balester, Chair
       W and C Course Advisory Committee

RE: Request for course additions to the W/C Course graduation requirement

The W and C Course Advisory Committee voted to approve the following courses. The W and C Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W or C Course status requirement. Therefore, these courses should be included in the “W Designated Course” or “C Designated Course” category to meet the writing/communication requirement for graduation.

Courses submitted for W certification:

COMM 434
ISYS 410
MATH 489
SOCI/WGST 489
Topics in Rhetorical Theory
Management of Information Systems
Topics in Geometry and Algebraic Topology
Race, Gender, Science and Technology

Courses submitted for C certification:

MGMT 425
SCSC 455
Human Resources Selection
Environmental Soil and Water Science

Courses submitted for W recertification:

ACCT 407
COMM/WGST 407
COMM/WGST 411
COMM 415
COMM/WGST 420
COMM 437
Auditing
Women, Minorities, and the Mass Media
Representations of Motherhood
New Media and Civil Society
Gender and Communication
Visual Communication
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMM 440</td>
<td>Political Communication</td>
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<tr>
<td>COMM 447</td>
<td>Communication, Group Processes, and Collaboration</td>
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<td>COMM 450</td>
<td>Media Campaigns</td>
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<tr>
<td>COMM/JOUR 458</td>
<td>Global Media</td>
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<td>COMM 470</td>
<td>Communication in Health Care Contexts</td>
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<td>RDNG 461</td>
<td>Teaching Reading through Children’s Literature</td>
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<td>SOCI 206</td>
<td>Global Social Trends</td>
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<tr>
<td>SOCI 322</td>
<td>Industrial Sociology</td>
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<td>SOCI 430</td>
<td>Contemporary Sociological Theory</td>
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<tr>
<td>SOCI 484</td>
<td>Field Experiences - Sociology Internship</td>
</tr>
<tr>
<td>VIBS 443</td>
<td>Biology of Mammalian Cells and Tissues</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Nathan Crick, Department of Communication
    Nancy Street, Department of Communication
    J. Kevin Barge, Head, Department of Communication
    Steven Oberhelman, AOC Dean, Liberal Arts
DATE: November 4, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: COMM 434

We recommend that COMM 434 Topics in Rhetorical Theory be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:25

Writing requirements are three essays, the first two of which get written feedback from the instructor a week before the due date and then is revised for the final version. Instruction includes examination and discussion of models and in-class workshops where students can learn through short lecture and activities related to writing. The last class is a peer review of the last essay.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   COMM 434 Topics in Rhetorical Theory

2. Have this form signed by both the department head and the college dean. Provide a copy of the
   syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Nancy J. Street
Printed name and signature Nancy J. Street 9-27-15
(Date)
Received: Valerie Balester 10/1/15
W and C Course Coordinator, University Writing Center
(Date)

Approvals:
College Dean: Dr. Steven Oberhelman
Printed name and signature
(Date)
Department Head: Dr. Kevin Barge
Printed name and signature
(Date)
Topics in Rhetorical Theory
COMM 434

Instructor: Dr. Nathan Crick, Associate Professor
Department: Communication
Office: 209a Bolton Hall
Email: crick@tamu.edu

Office Hours: Mon / Tues 10:30-12:00 and by appt.

COURSE DESCRIPTION: Application of rhetorical theories and concepts to rhetorical problems and methods; emphasis on the relationship between theory and practice. Pre-requisite: Junior or Senior classification

REQUIRED TEXTS

LEARNING OUTCOMES

Students will learn to
- Define the core philosophical theories and concepts
- Apply philosophical concepts to contemporary rhetorical problems and concerns
- Analyze the thoughts and actions of characters and literary texts according to philosophical work with an eye toward their rhetorical significance.
- Construct an essay that integrates theory and criticism, and demonstrates the practical importance of philosophy to rhetorical practice

POLICIES

Grades: Final grades are final. All work must be done during the semester and not made up after without documentation of a university excused absence. Please see http://student-rules.tamu.edu/rule07

Plagiarism and Cheating
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” So don’t do it. Please familiarize yourself with the University’s penalty for these offenses: aggiehonor.tamu.edu

Americans with Disabilities Act (ADA) Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
Attendance
Attendance is required. I will not approve making up exams or assignments for any other reason than an excuse which falls under student rule #7: http://student-rules.tamu.edu/rule07

Classroom Atmosphere
This class will require you to be attentive and to participate in class discussions. To avoid distractions, please turn off your cell phones. Also, if you are using a laptop, do not use it as an excuse to do Facebook. This is highly distracting to other students and to me.

Grading
I do not offer extra credit in this course and once grades are posted they are final. It is not possible to pass this course without passing the writing portion of the course.

Standard Letter Grading Scale
A = 90-100  B = 80-89  C = 70-79  D = 60-69  F = <60

Grade Breakdown
Quizzes 100 * .20 = 20
Midterm 100 * .20 = 20
Paper 1 100 * .10 = 10
Paper 2 100 * .10 = 10
Paper 3 100 * .15 = 15
Final 100 * .25 = 25
TOTAL 100

REQUIREMENTS

1. **Quizzes (20)**: There will be 10 short 10-question quizzes throughout the semester, each receiving 0, ½, or 1 point (for less than 5, less than 9, and 9 or 10 correct) based on the book reading and the lectures. Material may be covered that was not directly in the lectures but relevant to the material.

2. **Midterm (20)**: The midterm will be a short-answer exam that will ask you to explain or provide examples based on direct quotations from the readings from James.

3. **Final Exam (25)**: The final exam will be in the same form as the midterm, but primarily emphasizing the material from James.

4. **Short Essays (15/10/10 respectively)**: You will be assigned three short works of literature through the semester, and will be asked to apply concepts from the most recent readings to interpret the thoughts, feelings, and actions of the characters as they relate to issues of argumentation, and choice. This exercise should not be considered an experience in creative literary criticism, but rather an exercise in psychological evaluation. Treat the characters in the stories as real people and interpret them as if you were a rhetorical critic, trying to better understand their motives and persuasive choices in order to make sense of their situation.
# Course Schedule

<table>
<thead>
<tr>
<th>August</th>
<th>27</th>
<th>Course Introduction</th>
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<tr>
<td></td>
<td>29</td>
<td>“The Will to Believe,” pp. 717-734</td>
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<td>“On a Certain Blindness in Human Beings,” pp. 629-645</td>
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<td>“Pragmatism’s Conception of Truth,” pp. 429-443</td>
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<td>12</td>
<td>“Habit,” pp. 9-21</td>
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<td>17</td>
<td>“The Stream of Thought,” pp. 21-30</td>
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<td>“The Stream of Thought,” pp. 31-40</td>
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<td>24</td>
<td>“The Stream of Thought,” pp. 41-784</td>
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<td>ESSAY WRITING OVERVIEW #1</td>
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<td>October</td>
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<td>Literature Reading #1 (Excerpt from Richard Wright, Black Boy)</td>
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<td>3</td>
<td>“The Sentiment of Rationality,” pp. 317-332</td>
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<td>“The Knowing of Things Together,” pp. 152-168 PAPER 1 DUE</td>
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<td>“Does Consciousness Exist?” pp. 169-183</td>
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<td>15</td>
<td>ESSAY WRITING OVERVIEW #2</td>
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<td>Review PAPER 1 REWRITES</td>
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<td>24</td>
<td>MIDTERM</td>
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<td>22</td>
<td>“The Thing and Its Relations,” pp. 214-218</td>
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<td>Literature Reading #2 (Anton Chekov, “The Student”)</td>
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<td>31</td>
<td>“The Energies of Men,” pp. 671-684 PAPER 2 DUE</td>
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<td>November</td>
<td>5</td>
<td>“The Present Dilemma in Philosophy,” pp. 362-375</td>
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<td>“What Pragmatism Means,” pp. 376-389</td>
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<td>12</td>
<td>“The One and the Many,” pp. 405-417</td>
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<td>“Pragmatism and Common Sense,” 418-428 PAPER 2 REWRITES</td>
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<td>Literature Reading #3 (excerpt from Sylvia Plath, “The Bell Jar”)</td>
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<td>“Conclusion to the Varieties of Religious Experience,” pp. 758-782</td>
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<td>Peer Review Writing Session</td>
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<td></td>
<td>28</td>
<td>Thanksgiving</td>
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<tr>
<td>December</td>
<td>5</td>
<td>Final Exam Review</td>
</tr>
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</table>
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Aaron Becker, Department of Information & Operations Management
    Rich Metters, Head, Department of Information & Operations Management
    Martha Louder, AOC Dean, Mays Business School

DATE: November 4, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: ISYS 410

We recommend that ISYS 410 Management of Information Systems be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 65%
2. Course content appropriate to the major
3. Total number of words: 10,000
4. Instructor to student ratio for one section: 1:25

Students complete a series of 10 written self-directed learning exercises, a series of 5 case analyses, and a request for proposal as individuals; they work collaboratively on a response to proposal document. Collaboration on the response assignment is monitored by peers at every stage of the writing process. The learning exercises are peer reviewed, and the instructor provides formative feedback, both oral and written, on drafts of the collaborative assignment and on the case analyses. Instruction consists of providing readings related to writing about technology, templates, rubrics, and examples as well as some lecture and discussion of common errors or writing problems.
1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

    ISYS 410 - Management of Information Systems

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: [Signature]
Printed name and signature 10/21/15
(Date)

Received:
Valerie Balester 10/21/15
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: [Signature]
Printed name and signature 10/21/15
(Date)

Department Head: [Signature]
Printed name and signature 10/21/15
(Date)
Department of Information and Operations Management

ISYS 410 – Management of Information Systems
Section 501 – Spring 2016
Meeting times: Mon/Wed 2:20pm – 3:35pm
Class Location: Wehner 110

Instructor: Dr. Aaron Becker
Office: Wehner 330-D
Phone: (979) 458-4051
E-Mail: abecker@mays.tamu.edu
Webpage: http://elearning.tamu.edu
Office Hours: Tue/Thu 1:30pm – 3:00pm or by appointment

CATALOG DESCRIPTION

Strategic management of information systems; change and risk management processes during information systems implementation; role of information systems to support business goals; writing business cases for requests for proposal (RFPs) and responses; project management techniques.

COURSE PREREQUISITES

ISYS 310, ISYS 320, or approval of instructor.

COURSE OVERVIEW AND OBJECTIVES

This course will focus on the strategic use of IT. Specifically the course objectives are to:

1. Examine information technology and effective uses thereof, methods of acquiring and managing the technology, and business issues regarding its use.
2. Focus on strategic management of IT issues from consultant, vendor, and client perspectives.
3. Utilize current events, industry speakers, and industry examples in our examination of the issues and the discussion of business cases.
4. Emphasize the importance of effective business writing, analytical skills, critical thinking and communication.
The intended student learning outcomes of this course are:

1. Students will be able to write a business case for different audiences for an IS project.
2. Students will be able to present a business case for different audiences for an IS project.
3. Students will understand the change/risk management process associated with an information system implementation.
4. Students will recognize the strategic role of information systems and understand how to leverage information systems to support business objectives in each stage of the systems development life cycle.

The course will include a number of writing assignments, including case analyses, a position piece concerning the ethical use of IT, and a research paper. In addition to the writing and communication instruction you receive in this class, you will have access to both the Mays communication lab and the university writing lab. The personnel at these centers are available to work with you to improve your written and oral communication skills.

Topics will be grouped around strategic issues and current events where possible. The course schedule lists reading materials associated with each day’s lecture. In the event of changes to this schedule or in reading materials required for class preparation, I will notify you via email, so make a habit of checking your email at least once a day. I expect you to come to class fully prepared to discuss the readings.

**Course Materials**

**Required**

**Cases:** I have created a “coursepack” with Harvard Business Publishing that you will be required to purchase and download from Harvard Business Publishing at the following link (Note: once there, you will need to register and create an account before accessing the materials):

http://cb.hbsp.harvard.edu/cb/access/16551793

This coursepack contains a book chapter along with thirteen business cases. Each of these materials costs $3.95, so the total cost for the coursepack should be $55.30 plus sales tax. The included materials are detailed below:

- Case: “IT Doesn’t Matter” (R03-05B)
- Chapter: “Analyzing a Case” (2449BC)
- Case: “Knowledge Management at Katzenbach Partners, LLC” (SM162)
- Case: “Keda’s SAP Implementation” (W11024)
- Case: “Volkswagen of America: Managing IT Priorities” (606-003)
- Case: “Strategic IT Transformation at Accenture” (KEL471)
- Case: “PFM Devices” (907-E18)
Case: “Harley-Davidson Motor Co.: Enterprise Software Selection” (600-006) plus free spreadsheet supplement
Case: “CMM versus Agile: Methodology Wars in Software Development” (607-084)
Case: “A Project Dilemma at Canadian Shield Insurance” (W11384)
Case: “The Drivers of Greenwashing” (CMR494)
Case: “Privacy Issues and Monetizing Twitter” (W11037)
Case: “Google and Internet Privacy (A)” (UV1354)
Case: “Choicepoint (A)” (306-001)

**Grading and Course Requirements**

**Case Analyses:** Business cases allow you to analyze industry scenarios and issues. These are to be individual efforts and the writing should reflect your thinking alone. The analyses should be at least 2 full pages in length. All papers should use Times New Roman 12 point font and be double spaced with one-inch margins all around. Assignments submitted after the beginning of class on their due date after they have been collected will be considered late. Assignments turned in late due to University approved absences will be dealt with as explained in the attendance policy section. All assignments must be reviewed within one week of their return.

**RFP and Response:** Requests for proposal (RFPs) and their responses are due at the beginning of class periods in which they are due and follow the late standards for Case Assignments. The RFP should be between 5 – 7 pages in length. The RFP will be an individual assignment. Both the first and final drafts of the response should be between 15 - 17 pages, and include at least five cited sources. The responses are collaborative writing efforts; you will be assigned to a team after delivering your individual RFP. All papers should use Times New Roman 12 point font and be double spaced with one-inch margins all around. Additionally, your team will make a formal presentation to the class on your research. A copy of your PowerPoint presentation must be submitted on the day of your presentation.

**Self-Directed Learning Exercises (SDLEs):** In addition to the assigned readings, there will be a number of opportunities for you to engage in self-directed learning. I will give you a term (or terms) and you will be expected to use the resources at your disposal to find definitions for the term. Once these have been gathered, I want you to synthesize this material and be able to define the term in your own words. Finally, I’ll want you to find at least one example of a recent event involving this term. You will turn in a hard copy of the SDLE at the beginning of the class period in which it is due, but the goal is for you to be able to share what you found with the rest of your peers during class discussion (see Class Participation).

**Submission of Papers:** A hard copy of each SDLE, case analysis, RFP, response first draft, and response final draft should be turned in at the beginning of class on the respective due dates. For all assignments but the SDLE’s, a cover page with your name, course title, and class section should be attached. Additionally, Turnitin.com will be utilized for the case analyses, RFP, and response (first and final drafts). When submitting these assignments through eLearning, make sure you file name is as follows: *Individual or Team Name – Paper Title.*
Exams: There will be a comprehensive final exam over the cases, assigned readings, and class discussion. In addition, there will be a midterm exam during the semester. I will not return the exam. You can review the exam in my office during office hours or you can make an appointment to do so. All exams must be reviewed within one week of the grades being posted.

Evaluation: Your course grade will be based on the total points accumulated during the semester. The points assigned to the various components of your course grade are indicated below:

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<thead>
<tr>
<th>Individual Assignments / Writing Skills</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Self-Directed Learning Exercises (SDLEs)</td>
<td>100</td>
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<tr>
<td>(min 1 page)</td>
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<tr>
<td>Case Analyses (5 @ 40 each)</td>
<td>200</td>
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<tr>
<td>(min 2 pages)</td>
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<tr>
<td>RFP</td>
<td>150</td>
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<tr>
<td>(5-7 pages)</td>
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<td>Collaborative Writing Skills</td>
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<td>Response (First Draft)</td>
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<tr>
<td>(15-17 pages)</td>
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<tr>
<td>Response (Final Draft)</td>
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<tr>
<td>(15-17 pages)</td>
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<tr>
<td>Response Presentation and PowerPoint</td>
<td>50</td>
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<td>CMIS Case Competition</td>
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**Total Possible Points**

1000

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<tr>
<td>60 - 69</td>
<td>D</td>
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<td>0 - 59</td>
<td>F</td>
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**Late Work Policy**

I discount any course deliverable submitted late by 15% per day. “Late” means submitting an assignment or project any time after the assignment deadline has passed. Projects and assignments turned in more than 48 hours late will receive a zero (0). **EXCEPTION FOR EXCUSED ABSENCES:** See “Make-Up Work Policy” below.
MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the work (i.e., exams, homework, assignments, etc.) they miss due to absence. To submit work or take a make-up exam under the “make-up” policy, you must provide documentation and notice to me as specified in TAMU student rules (see Student Rules: Rule 7 -- http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal, anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

RELIGIOUS HOLIDAYS

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required course work that may fall on religious holidays (Student Rules: Rule 7 and Appendix IV at http://student-rules.tamu.edu). If possible, please speak with the instructor in advance of any such observances to make appropriate arrangements for missed work.

ACADEMIC INTEGRITY AND AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Aggie Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Aggie Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Aggie Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each project submitted for grading in this course, students are required to affirm their commitment to the Aggie Honor Code with the following statement.
“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

By submitting your electronic course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://www.tamu.edu/aggiehonor/acadmisconduct.htm)

The instructor will follow the steps and processes outlined in the “Aggie Honor Council Rules and Procedures” in all cases of academic misconduct in this class.

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building Classrooms. This policy will be strictly enforced.

**INFO Student Services Communications Portal**

The INFO Student Services Office (SSO) communicates with students in our department (i.e. MS-MIS, PPA-MIS, Misy, and SCMT majors) via eCampus. Students are made aware of important deadlines, scholarship and job opportunities, announcements of student activities and CMIS events, etc. through the INFO Student Services Communications portal in eCampus (http://ecampus.tamu.edu). Students will see “INFO Student Services Office Communications” listed under “My Organizations” upon logging into eCampus.

When accessing the INFO Student Services Communications portal through eCampus, students will see the following folders in the Course Content area: Announcements, Internships, Full-Time Jobs, and Local Part-Time Jobs. Information from the Department will be posted in the appropriate folders, and all students within the department will be able to access the posted content at any time. In addition, there are four separate distribution groups within this portal: MS-MIS students, PPA-MIS students, Misy undergraduate students, and SCMT undergraduate students. The same information that is posted in the folders will be sent to students through the e-mail function within eCampus; however, the messages will be sent only to the students for whom they are directly relevant. These messages will be sent to students’ TAMU e-mail accounts.
If a student is not receiving messages from the SSO, he/she should contact the SSO at INFOStudentServices@mays.tamu.edu to request to be added to the distribution list. The student’s full name, UIN, TAMU e-mail address, and major should be included in the message.

## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics/Concepts</th>
<th>Class Preparation and Activities</th>
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<tbody>
<tr>
<td>Wednesday, January 20</td>
<td>TOPIC: Course Introduction</td>
<td>Review syllabus</td>
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<td>• Syllabus</td>
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<td></td>
<td>• Setting Expectations</td>
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<tr>
<td>Monday, January 25</td>
<td>TOPIC: Does IT Really Make A Difference?</td>
<td>Case: “IT Doesn’t Matter” (R03-05B)</td>
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<tr>
<td>Wednesday, January 27</td>
<td>TOPIC: The Information Systems Strategy Triangle</td>
<td>Article: Pearson Chapter</td>
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<td>• Business Strategy Frameworks</td>
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<td>• Organizational Strategies</td>
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<td>• Information Systems Strategy</td>
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<tr>
<td>Monday, February 1</td>
<td>TOPIC: Strategic Use of Information Systems</td>
<td>Article: “Diamonds in the Data Mines”</td>
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<td></td>
<td>• Data Mining</td>
<td>Case: “Analyzing a Case” (2449BC)</td>
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<td>• Business Intelligence</td>
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<tr>
<td>Wednesday, February 3</td>
<td>TOPIC: Strategic Use of Information Systems</td>
<td>Case: “Knowledge Management at Katzenbach Partners, LLC” (SM162)</td>
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<td></td>
<td>• Knowledge Management</td>
<td><em>Case Analysis #1 Due</em></td>
</tr>
<tr>
<td>Monday, February 8</td>
<td>TOPIC: Strategic Use of Information Resources</td>
<td>Article: <em>TBD</em></td>
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<td>• ERP</td>
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<tr>
<td>Wednesday, February 10</td>
<td>TOPIC: Strategic Use of Information Resources</td>
<td>Case: “Keda’s SAP Implementation” (W11024)</td>
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<td>• ERP continued</td>
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<tr>
<td>Monday, February 15</td>
<td>TOPIC: IT Governance</td>
<td>Article: “Don’t Just Lead, Govern”</td>
</tr>
<tr>
<td>Wednesday, February 17</td>
<td>TOPIC: IT Governance</td>
<td>Case: “Volkswagen of America: Managing IT Priorities” (606-003)</td>
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<td><em>Case Analysis #2 Due</em></td>
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<tr>
<td>Dates</td>
<td>Topics/Concepts</td>
<td>Class Preparation and Activities</td>
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<tr>
<td>Monday, February 22</td>
<td>TOPIC: IT Planning and Investment Analysis</td>
<td>Article: TBD RFP Due RFP Response Groups Announced</td>
</tr>
<tr>
<td>Wednesday, February 24</td>
<td>TOPIC: IT Planning and Investment Analysis</td>
<td>Case: “Strategic IT Transformation at Accenture” (KEL471)</td>
</tr>
<tr>
<td>Monday, February 29</td>
<td>TOPIC: IT Planning and Investment Analysis</td>
<td>Case: “PFM Devices” (907-E18) Case Analysis #3 Due</td>
</tr>
<tr>
<td>Wednesday, March 2</td>
<td>TOPIC: Build vs. Buy Decision</td>
<td>Article: TBD</td>
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<tr>
<td>Monday, March 7</td>
<td>TOPIC: Build vs. Buy Decision</td>
<td>Case: “Harley-Davidson Motor Co.: Enterprise Software Selection” (600-006) Case Analysis #4 Due</td>
</tr>
<tr>
<td>Wednesday, March 9</td>
<td>** <em><strong>MIDTERM EXAM</strong></em></td>
<td>** <em><strong>Midterm Exam</strong></em></td>
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<tr>
<td>Monday, March 14</td>
<td>** <em><strong>SPRING BREAK</strong></em></td>
<td>No Class</td>
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<tr>
<td>Wednesday, March 16</td>
<td>** <em><strong>SPRING BREAK</strong></em></td>
<td>No Class</td>
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<tr>
<td>Wednesday, March 23</td>
<td>TOPIC: Building the IS</td>
<td>Case: “CMM versus Agile: Methodology Wars in Software Development” (607-084)</td>
</tr>
<tr>
<td>Monday, March 28</td>
<td>TOPIC: Project Management / Implementation</td>
<td>Case: “A Project Dilemma at Canadian Shield Insurance” (W11384)</td>
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<tr>
<td>Wednesday, March 30</td>
<td>TOPIC: Project Management / Implementation</td>
<td>Article: “Maine Medicaid”</td>
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<tr>
<td>Dates</td>
<td>Topics/Concepts</td>
<td>Class Preparation and Activities</td>
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<tr>
<td>Monday, April 4</td>
<td>TOPIC: Ethics and Privacy</td>
<td>Case: “The Drivers of Greenwashing” (CMR494)</td>
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<tr>
<td>Wednesday, April 6</td>
<td>TOPIC: Ethics and Privacy</td>
<td>Case: “Privacy Issues and Monetizing Twitter” (W11037) <strong>RFP Response (First Draft) Due</strong></td>
</tr>
<tr>
<td>Monday, April 11</td>
<td>TOPIC: Ethics and Privacy</td>
<td>Case: “Google and Internet Privacy (A)” (UV1354) <strong>Case Analysis #5 Due</strong></td>
</tr>
<tr>
<td>Wednesday, April 13</td>
<td>TOPIC: IT Security</td>
<td>Article: “The Great Cyberheist”</td>
</tr>
<tr>
<td>Monday, April 18</td>
<td>TOPIC: IT Security</td>
<td>Case: Choicepoint (A) (306-001)</td>
</tr>
<tr>
<td>Wednesday, April 21</td>
<td>TOPIC: IT Security</td>
<td>Article: “Boss, I Think Someone Stole Our Customer Data”</td>
</tr>
<tr>
<td>Monday, April 25</td>
<td><em><strong>GROUP PAPER PRESENTATIONS</strong></em></td>
<td></td>
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<tr>
<td>Wednesday, April 27</td>
<td><em><strong>GROUP PAPER PRESENTATIONS</strong></em></td>
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<tr>
<td>Monday, May 2</td>
<td><em><strong>GROUP PAPER PRESENTATIONS</strong></em></td>
<td><strong>RFP Response (Final Draft) Due</strong></td>
</tr>
<tr>
<td>Monday, May 9</td>
<td><em><strong>FINAL EXAM</strong></em></td>
<td><strong>Final Exam</strong></td>
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<tr>
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<td><strong>Monday, May 9, 3:30p.m. – 5:30p.m.</strong></td>
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</tbody>
</table>
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Eric Rowell, Department of Mathematics
    Emil J. Straube, Head, Department of Mathematics
    Timothy Scott, AOC Dean, College of Science

DATE: November 4, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: MATH 489

We recommend that MATH 489 Topics in Geometry and Algebraic Topology, for this title only, be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 3200
4. Instructor to student ratio for one section: 1:8

This is a summer course taught abroad. Students complete journals in which they make entries weekly and write up a final research project. They get instructor feedback on a draft of the research project and on an outline and also have peer review. They have the option of doing research in pairs but each writes up a separate report. Instruction includes readings from the University Writing Center website about writing and lecture on citation, avoiding plagiarism, and technical writing.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   M489: Special Topics in Geometry & Algebraic Topology, Beijing

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Eric Rowell 1/30/15
Printed name and signature (Date)

Received: Valerie Balester 10/20/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: 10/16/15
Printed name and signature (Date)

Department Head: Paulo Lima-Filho 1/14/15
Printed name and signature (Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Syllabus and Course Description
Math 489
Instructor: Eric Rowell
Course Title: **Special Topics in Geometry and Algebraic Topology: Beijing**

Summer I 2016

This course is an introduction to topics in Geometry and Algebraic Topology, with an emphasis on developing intuition through a hands-on approach. We will discuss algebraic structures that help us distinguish and classify geometric and topological objects such as wallpaper, knots, surfaces and polyhedra. We will also explore symmetry and topology in Chinese architecture, art and music, such as Chinese knotting, paper cutting and ceiling design.

**Prerequisites**
M220 or equivalent, and a GPA of 2.5.

**Text**
Online resources.

**Overall Plan**
We will spend 4 weeks in Beijing. This will be preceded by a pre-departure orientation and introduction to subject. (led by Rowell and assistants) and language crash-course (offered by Confusius Institute).

**Course Content and Syllabus Outline**
- **Week 0: Orientation**: pre-departure meeting, project description, introduction to topology and Mandarin language crash course.
- **Week 1: Geometric Symmetry**: types of symmetry (reflection, translation, rotation, glide reflection).
• Week 2: **Polyhedra and Surfaces**: Euler characteristic and curvature.

• Week 3: **Knot Theory**: classical and quantum invariants, Markov’s theorem, Alexander’s theorem.

• Week 4: **Projects**: Student’s present their research projects to the group.

• Week 5: **Final Draft**: The students turn in written report on their project (electronically).

The material will be first presented from a hands-on perspective, with a view towards giving a mathematical description. Having developed an intuition, we will make conjectures and eventually arrive at the fundamental theorems in each area.

Each of the 4 weeks in Beijing we will dedicate one day to visiting a cultural site, and will write about our mathematical and cultural experiences. Tentatively we will visit:

• The Great Wall (MuTianYu section)
• Forbidden City
• National Center For the Performing Arts
• Temple of Heaven
• Summer Palace

Total contact hours: 45: 2 hours per day for 20 days in Beijing, and additional 5 hours before the trip.

**Grading**

The course grade will be based on weekly journal assignments (both mathematical and cultural experiences) and one final project. The mathematical journal topics will include several specific problems/questions for individual exploration. The final project will be presented to the class and turned in as a 5-10 page report in lieu of a final exam.

The grading scale is the standard one: 90-100% A, 80-89 % B, 70-79% C, 60-69 % D, 0-59% F.

The assignments will be weighted as follows, with the final grade computed out of 100 points:

1. Journals (4) 15 points each.

2. Final project: 20 points for the rough draft, 15 points for the final draft and 5 points for the presentation.
Policies

An Aggie does not lie, cheat, or steal or tolerate those who do. Copying work that was done by others is an act of scholastic dishonesty and any instance of it will be prosecuted according to University Student Rules.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Mary Kathryn Henderson, Department of Sociology
    Marian Eide, Director, Women's & Gender Studies Program
    Jane Sell, Head, Department of Sociology
    Steven Oberhelman, AOC Dean, Liberal Arts

DATE: November 4, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: SOCI/WGST 489

We recommend that SOCI/WGST 489 Race, Gender, Science and Technology be certified, for this title only, as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 95%
2. Course content appropriate to the major
3. Total number of words: 6500
4. Instructor to student ratio for one section: 1:15

This course had previously been approved but expired. It has not changed significantly. Student keep a clip journal, write two book reviews, and complete a research paper. All written work is handed back with instructor comments and may be revised. Instruction includes readings about writing in sociology and a link to the American Sociological Association style guide, readings and discussions about grammar, and links to the University Writing Center resources. The instructor provides a hand-out with examples of common student writing errors from actual papers in past course offerings and also draws examples of common errors from papers in the current class for students to correct in small groups, followed by discussion.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns (prefix, number, and complete course title): Soci/WGST 489 Race, Gender Science and Technology

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: [Signature] 10/13/15
Printed name and signature
Mary Kathryn Henderson

Received: [Signature] 10/13/15
W and C Course Coordinator, University Writing Center

Approvals:

College Dean: [Signature] 10/15/15
Printed name and signature

Department Head: [Signature] 10/12/15
Printed name and signature

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Sociology 657/WGST 657
Office: academic 415
Henderson
hendrsn@tamu.edu

Soci 489-900 Race, Gender, Science and Technology Syllabus
Writing intensive

COURSE DESCRIPTION:
Women and minorities are still underrepresented in science and engineering. To better understand this phenomenon this course sets up a dialogue among practicing women scientists, engineers, and social scientists from multiple perspectives who have been examining the ways social assumptions about gender and race can be constructed into scientific and technological practice and outcomes. Goals of the course include understanding how constructions of difference are created in scientific, biomedical, and technological practice in order to contribute to the creation of more gender and race neutral knowledge production and work environments.

Writing Intensive Aspects: Since this is a W class, and good writing is about re-writing, you will have the opportunity to re-write all writing assignments. The course includes three types of writing assignments: 1) 5 Clip journal entries in which you will apply concepts from the course to media reports in the world; these will be handed in for feedback throughout the term; 2) 2 book reviews for which you will be given professional standards as instruction and which may be used to contribute to: 3) A research paper on a subject of your choice having to do with race, gender, science and/or technology to which you apply concepts and/or theories from the course. Graded evaluation of your writing will reflect how thoroughly you apply theories and concepts and support your conclusions with detailed data; the organization and clarity of your writing; and its grammatical correctness. I will be available to read rough drafts in office hours.

Required Texts
Schiebinger, Londa. 2004 edition
Nature’s Body: Gender in the making of modern Science

Londa Schiebinger ed. 2008
Gendered Innovations in Science and Engineering

The Gender and Science Reader. New York: Routledge

Harding, Sandra. 2011
The Postcolonial Science and Technology Studies Reader

Recommended Texts:
Fausto-Sterling, Anne. 2000
Sexing the Body: Gender Politics and the Construction of Sexuality.

Duster, Troy. 2003 (2nd Edition)
Backdoor to Eugenics.

Haraway, Donna. 2008
When Species Meet

Fox, Mary Frank, Deborah Johnson & Sue Rosser. 2006
Women, Gender, and Technology
Lecture Topics and Reading Assignments

WEEK 1: INTRODUCTION

In-class reading handouts:

WEEK 2: Women in Science and Technology I: Is there a problem?
Lederman & Bartsch: The Gender and Science Reader
Eisenhart and Finkel: "Women (Still) Need Not Apply" (13-21)
Silverman:"NSF Employment Study Confirms issues Facing Women, Minorities" (38-41)
Wenneras and Wold: "Positivism and Sexism in Peer-Review (also Wyer et al) (42-55)
Fox, Johnson & Rosser. Women, Gender, and Technology: Intro, Ch. 1, Ch. 2, (1-59)

WEEK 3: Women in Science and Technology II: Looking deeper - science & culture
*clip journal #1 due
Fox, Johnson & Rosser: Women, Gender, and Technology: Ch. 3 (60-80)
Harding: The Postcolonial Science and Technology Studies Reader Intro (1-38)
Electronic Reading Packet (hence eCampus):
Hofmann: Writers, Texts and Writing Acts: Gendered Word Processing
Cowan: The industrial revolution in the home
Cohn: "Sex and Death in the Rational world of Defense Intellectuals"
Sands: "Never Meant to Survive: A Black Woman's Journey: Evelyn Hammonds"

WEEK 4: What is feminist analysis and how can it help us understand how science and technology are gendered and raced?
Lederman & Bartsch: The Gender and Science Reader
Spanier: "How I Came to this Study" (52-56 read footnote #2)
Schiebinger: Nature’s Body
Introduction, Ch 1 The Private Lives of Plants & Ch. 2 “Why Mammals are called Mammals”
Harding: Postcolonial STS Reader
Ch 5: Schiebinger: “Prospecting for Drugs” (110-126)
Ch 11 Appleton et al: “Gender and Indigenous Knowledge” (211-224)
eCampus:
Warren K. Ecofeminist Philosophy: What it is & Why is Matters Ch. 1
Taylor, D. Women and Color, Environmental Justice, and Ecofeminism from Ecofeminism; Women Culture and Nature
CONSTRUCTING DIFFERENCES I:
HISTORICAL AND CONTEMPORARY PERSPECTIVES ON SEX/GENDER/RACE

WEEK 5: History matters: Gender
Core arguments regarding the construction of sex/gender differences—and their historical variations—in modern Western sciences, especially the life sciences and medicine.

*clip journal #2 due
Lederman & Bartsch: Gender and Science Reader
  Intro to section 4 (231-234)
  Fausto-Sterling: "Life in the XY Corral" (234-251)
  Birke: In Pursuit of Difference
  Kaplan & Rogers: Race and Gender Fallacies
  Fausto-Sterling: Gender, Race, and Nation: The Comparative Anatomy of
  "Hottentot Women in Europe 1815-1817
  Spanier: From Molecules to Brains, Normal Science Supports Sexist Beliefs
Schiebinger, Londa. Nature’s Body
  Ch 4. The Anatomy of Difference

WEEK 6: History matters: Race

1st book review due
Core arguments regarding the construction of race and race difference as a concept in modern Western sciences, especially the life sciences and medicine:
Schiebinger, Londa. Nature’s Body
  Ch. 5. Theories of Gender and Race
  Ch. 6. Who Should Do Science?
eCampus.
Harding: Racial Economy of Science
  The Gendered Cyborg: A Reader

DEVELOPING THEORY

WEEK 7: Feminist analysis of Science: How do we know what we know [epistemology]
Overview of the field(s), canonical writings, epistemological shifts

*clip journal #3 due
Lederman & Bartsch: Gender and Science Reader
  Merchant: Dominion Over Nature
  Bordo: Selections from The Flight to Objectivity
  Keller: Secrets of God, Nature and Life
  Rosser: Are There Feminist Methodologies…
  Harding: Feminist Standpoint Epistemology
  Haraway: Situated Knowledges: The Science Question in Feminism and …Partial Perspective
Harding: Postcolonial STS Reader: Ch 15: Scott: Tradition and Gender in Modernization Theory (290-309)
eCampus
Oudshoorn, Nelly. 1996. The Decline of the One-Size-Fits-All Paradigm, or, How Reproductive Scientists
Try to Cope with Postmodernity.
FILM: The Pill

WEEK 8: Feminist analysis of Science: Epistemologies and Practices
Harding: Postcolonial STS Reader:
   Ch 16: Hartmann: Why do Poor People have Many Children? (310-317)
   Ch 17: Committee on Women: “Call for a New Approach” (318-320)

eCampus
Harding Racial Economy of Science
   Livingstone, Frank 1993 On the Nonexistence of Human Races (170-200).

CONSTRUCTION OF DIFFERENCES II
WEEK 9:: BODIES, SEX/GENDER, SEXUALITIES
What are now biology and biomedicine, what historically was anatomy, have been fundamental sites of the construction of sex and sex differences, gender and gender differences, sexualities and sexuality differences. The recent social science distinction between sex and gender provided a key tool with which to analyze this history and to deconstruct the proffered constructions of sex as well as gender.

eCampus:

Film: Middlesexes

TECHNOSCIENCE, GENDER, RACE, and Companion Species IN THE NEW WORLD ORDER
WEEK 10: POST-POST MOVEMENT: HARAWAY DAY
Donna Haraway is among the leading theorists of feminist technoscience studies. Today's readings include exceCampusts from her classic works and focus on her most recent work. We will focus, as she does, on race and gender and their intersections/inteCampuslay in science/technology/medicine along with her new work on species.

*clip journal #4 due

eCampus
   Ch. 16, Reprise: Science, Fictions of Science, and Primatology, pp. 368-382.
Haraway, Donna. 2008. When Species Meet. Ch. 1: When Species Meet; Ch. 2 Value-Added Dogs and Lively Capital; Ch. 11: Becoming Companion Species in Technoculture.
WEEK 11 TECHNOLOGIES IN/AND/OF RACE, SEX AND GENDER
People's relations with technologies have been varied but are often understood to have been quite gendered and raced: few women or men of color are engineers, inventors, etc.; and "female / feminine" technologies concern household, appearance and reproduction.

Fox, Johnson & Rosser: Women, Gender, and Technology: Ch 7 & postscript
eCampus
Maines, Rachel. Socially Camouflaged Technologies: The Case of the Electromechanical Vibrator

WEEK 12: INFORMATICS IN/AND/OF RACE, SEX AND GENDER
2nd book review due
Fox, Johnson & Rosser: Women, Gender, and Technology. Ch 4 & 5 (80-111)
eCampus
From Kirkip et al.: The Gendered Cyborg: Part Four “Refractions
Hovenden: Introduction
Wakeford: Gender and the Landscapes of Computing in an Internet Café

DIFFERENT WAYS OF KNOWING AND GENETICS (CLASS RESEARCH PRESENTATIONS BEGIN)
WEEK 13: New Frontiers
Thanks to the Human Genome Project and an array of private biotechnology initiatives, a HIGHLY consequential new venue for the intersection of gender, sex, race, science and technology is "the new genetics." Women's traditionally more extensive responsibility for reproductive processes including child-rearing in most human societies implicate women especially deeply and in complicated ways in the future of such technical interventions as gene therapy. The new genetics has also promulgated a new eugenics which intersects with race in potentially problematic ways as well. At the same time we have much to learn from non-western ways of knowing.

Fox, Johnson & Rosser: Women, Gender, and Technology. Ch 6: Genetic Tech. & Women (111-22)
Harding: Postcolonial STS Reader:
Ch.18: Reardon: “Human Genome Diversity Project:What Went Wrong?” (321-342)
Week before last week of classes: Draft 1 Research paper due (interim deadlines for annotated biography, outline, etc. will be handed out separately)

Final Draft Due last day of class

WEEK 14: PLEASURES & DANGERS FOR PEOPLE OF COLOR, WOMEN, and the ENVIRONMENT in SCIENCE

*clip journal #5 and entire clip journal with re-writes due

People of color and white women in the West have by and large played minor roles in the natural sciences and engineering with, of course, outstanding exceptions who are routinely displayed and deployed. There are currently major initiatives in the US and elsewhere to encourage enhanced participation by American minorities and women in the sciences and technological domains (engineering, biotechnologies, etc.). Moreover, many feminists see an overlap in the marginalization of women and the marginalization and exploitation of nature and are calling for change through ecofeminism.

Lederman & Bartsch. The Gender and Science Reader
Kerr: "Toward a Feminist Natural Science: Linking Theory and Practice (386-406)
Weasel: "The Cell in Relation: An Ecofeminist Revision of Cell and Molecular Biology" (423-436)
Shiva: "Democratizing Biology: Reinventing Biology from a Feminist, Ecological, and Third World Perspective" (447-465)
Schiebinger: "Creating Sustainable Science" (466-482)

Harding: Postcolonial STS Reader
Ch 24: Hess: Science in an Era of Globalization
Ch 25: Backstrand: “Civic Science for Sustainability…” (466-482)

Week before last week of classes: Draft 1 Research paper due (interim deadlines for annotated biography, outline, etc. will be handed out separately)

Final Draft Due last day of class

Clip journal*: Your clip journal is an on-going opportunity to apply concepts from this course to the world outside the classroom. You should find some discussion of technology or science in the media (internet, newspapers, magazines, television) and apply a concept we have discussed to it. Hand in the clip along with your analysis, which should be 1-3 pages including your summary of the clipping. Review these writings and clippings when they are returned with comments. Original clip journals will receive a check (C+/B range), check plus (B+/A range) or check minus (C-/D range) to indicate how complete they are. You may rewrite them when you hand in your final clip journal for a grade. At that time you will have the opportunity to address any short-comings in your earlier observations, analysis, and your writing. At the end of the semester you will hand in your entire clip journal with some summary comments and analysis of what the experience has provided as a learning tool. More information and examples will be handed out later.

Book Reviews: Book choice must be approved by the professor. You will be given a book list to choose from. Review should be about 2-3 pages. Models of professional book reviews will be provided. I will be available to
look at drafts in office hours before they are due and they may be rewritten for a higher grade after they are returned. *All rewrites must be handed in before the last week of classes.* You will present one of your book reviews to the class in a 5-10 minute presentation and be prepared to answer questions from the class about the book.

**Research Paper: All topics must have the professor's approval.** Your paper may be a review of the literature, summarizing the theoretical schools of thought on a subject relevant to the course, for instance, “The Politics of Contraceptive Development, Testing and Dissemination.” It may also be a discussion from two or more contrasting points of view about a topic relevant to the course such as “The Impact of Feminism on the Practice of …(Obstetrics, Biology, Physics, Electrical Engineering) from Women in that Field and Feminist Theorists.” A list will be provided to help you generate ideas. The paper length should be 10-12 pages. A workshop with a librarian will provide additional support in using new research data bases.

*Note on use of internet sites:* All internet information should be cited just as if the materials were published in a book or journal. For the purposes of the clip journals, a print-out is sufficient. If you use other internet materials for analysis in your short papers, cite it with author (individual name or institution posting the site), title, and the web site address. Just like books and journals, direct quotes should include quotation marks followed by author and page number; a paraphrase should include author and page number at the end of the paragraph. The full citation with web address should then appear in a bibliography. Using materials from the internet (or anywhere else, for that matter) and attempting to pass them off as your own work is plagiarism which is illegal and could result in a failing grade. Dr. Henderson may use turnitin.com to monitor papers. A handout on how to cite from the internet will be provided.

**Grading:**

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<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Scale</th>
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<tr>
<td>Participation in discussion, presentation of</td>
<td>10%</td>
<td>A 90 – 100%</td>
</tr>
<tr>
<td>readings &amp; research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Review 1</td>
<td>15%</td>
<td>B 80 -- 89%</td>
</tr>
<tr>
<td>Book Review 2+ presented orally</td>
<td>20%</td>
<td>C 70 -- 79%</td>
</tr>
<tr>
<td>Research Paper (presented orally)</td>
<td>35%</td>
<td>D 60 -- 69%</td>
</tr>
<tr>
<td>Clip Journal (due bi-weekly &amp; on last day of</td>
<td>20%</td>
<td>F 59% &amp; below</td>
</tr>
<tr>
<td>class)</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*All materials handed out in class such as syllabi, worksheets, guidelines, etc. are copyrighted and the property of the professor. They may not be copied without her or his permission. To do so and pass off any such materials as your own is plagiarism. You have my permission to copy any class materials you wish for legitimate learning purposes for this course.*

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity Statement and Policy reminder:**”An Aggie does not lie, cheat or steal, or tolerate those who do.” “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.” Honor Council Rules and Procedures on the web: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Deidra J. Schleicher, Department of Management
     Ricky Griffin, Head, Department of Management
     Martha Louder, AOC Dean, Mays Business School

DATE: November 4, 2015

SUBJECT: REPORT ON CERTIFICATION OF C COURSE: MGMT 425

We recommend that MGMT 425 Human Resources Selection be certified as a Communication (C) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 3500 (2000 individual)
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:20

This course requires two take-home essay exams, a case analysis, a summary of articles students are reading, a writing about KSAO statements, a case analysis related to recruiting, the critique of a technical report, interview questions, a technical report based on a project done in groups of three, and an oral presentation on a section of their final project and technical report. The technical report is written collaboratively. Formative feedback on the report comes from written instructor comment on a report section; on the oral presentation, it comes from written instructor feedback on slides. Students are encouraged but not required to do peer reviews of each other’s presentations before the final delivery. In addition, the six individual assignments are related to the final report so that students get some feedback from their grades on these assignments. Approximately 10 minutes a week is spent lecturing on writing and speaking topics; students also see models of technical reports, and classes include homework and in-class activities to help with speaking and writing.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

MGMT 425, Human Resource Selection

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center; MS 5000.

Instructor / Coordinator: Deidra J. Schleicher 10-8-15

Printed name and signature (Date)

Received: Valerie Balester

W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: R. Duane Ireland 10/9/15

Printed name and signature (Date)

Department Head: Wendy Bazzoli 10/9/15

Printed name and signature (Date)
REQUIRED COURSE MATERIALS


Required cases and articles, as assigned (see attached schedule, pp. 4-5). Electronic versions of these will be made available via e-campus.

COURSE PREREQUISITES

MGMT 373

COURSE OVERVIEW AND OBJECTIVES

The primary purpose of this course is to provide a solid foundation in (and overview of) the selection of human resources (i.e., employees) in organizations. Specific topics to be discussed include the following: (1) legal and diversity issues in selecting employees; (2) job analysis/competency modeling as a foundation for all selection activities; (3) recruiting applicants as a pre-cursor to selection; (4) evaluating employee selection methods with regard to their reliability, validity, fairness, et cetera; (5) the advantages and disadvantages of specific selection methods such as intelligence and personality tests; biographical methods; honesty, integrity, and drug testing; interviews; and assessment centers and other simulations; and (6) decision-making within the selection process.

Our coverage of the topics in this course will emphasize both a scientific and “evidence-based” perspective as well as an appreciation for the “practical” demands placed on organizations and managers within them with regard to selection practices. In addition, as a “C” course, this course requires writing and public speaking relevant to our area of study. The learning outcomes for this course, which is designed to facilitate both knowledge and skill acquisition in both content as well as communication, include the following:

- Develop a conceptual understanding of the key issues involved in selecting human resources in organizations.
- Develop the knowledge and skills necessary for both creating and implementing employee selection systems in organizations.
- Develop a strong value for evidence-based approaches to decision-making and their potential for improving the quality of employee selection procedures in organizations.
- Demonstrate the ability to apply evidence-based approaches and professional standards to evaluate employee selection systems in organizations.
- Improve writing, public speaking, teamwork, critical thinking, and discussion skills through course requirements and class activities.
CLASS FORMAT AND PREPARATION EXPECTATIONS

This course is designed to be interactive, and it is both encouraged and expected of you to share not only your understanding of the technical material discussed in class, but also your experiences with and opinions on the issues we confront. You must keep current in your reading to be able to fully understand material presented in class and contribute to the discussion; I expect you to have read the assigned readings prior to coming to class.

There will be a mix of pedagogical techniques used in this class, including readings, lecture, critical discussion, group work, case analysis, exercises, and role-playing. This mix is designed to facilitate three separate yet equally important learning goals: (1) foundational, evidence-based knowledge on each of the topics (this will primarily come from your readings and the overviews and lectures I present); (2) the application of this knowledge (from case and scenario analysis, group work, and other exercises); and (3) skill building and skill development in each of these areas (from active practice, role-playing, and other exercises). In addition, as a “C” course, there is an emphasis on communication (both written communication and public speaking).

COURSE EVALUATION (470 points total; 180 points (38%) for writing and/or presentation quality)

Graded components of this course include exams, homework assignments, a final group project paper, and an individual presentation. Because this is a “C”-designated course, for each component below the number of points allotted for writing or communication quality is specified, as well the expected (double-spaced) page length (or minutes of public speaking). Students must pass (i.e., obtain a score of at least 60% on a combination of) the writing and speaking evaluation components below in order to pass the class.

A. TWO EXAMS (200 points):

There will be two exams in this class (see attached schedule), each worth 100 points. Each exam will consist of multiple choice and short answer questions, as well as a take-home essay question (the take-home essay is worth 20 points for the first exam and 40 points for the second exam). The exams will cover material from the assigned readings (textbooks, articles, and cases), lectures, and class discussions. Both exams are designed to test your knowledge of the material as well as your ability to apply that knowledge to relevant situations and problems; emphasis is on understanding and application, not rote memorization. Specific format and other details regarding the exams will be discussed further in class.

Points explicitly designated for writing quality (and page length):
10 of 20 points on the first take-home essay (1 written page)
20 of 40 points on the second take-home essay (2 written pages)

B. HOMEWORK ASSIGNMENTS (130 points):

Part of your course grade will also be based on the satisfactory completion of seven (7) separate homework assignments. These will be available on e-campus. All of the homework assignments are to be completed individually (i.e., no collaboration across students). In addition, all assignments are due by the start of class on the assigned days (via e-campus or turned in in class; do not email homework assignments!).

Points explicitly designated for writing quality (and page length):
10 of 20 points for HW 1 (1 written page)
10 of 20 points for HW 2 (1 written page)
10 of 20 points for HW 3 (1 written page)
10 of 20 points for HW 4 (1 written page)
0 of 10 points for HW 5 (no writing involved)
20 of 20 points for HW 6 (writing critique; no specific number of written pages)
10 of 20 points for HW 7 (1 written page)
C. FINAL PROJECT AND TECHNICAL REPORT PAPER (100 points):

In groups of three, students will complete/set-up the basis of a selection system for a job of their choosing (this must be a real job that exists in a specific organization). This project involves three components. First, students will conduct a job analysis on this job. Second, students will create a recruiting plan for this job. Third, students will design a selection system for this job. The results of all three components will be written up and handed in as a technical report in the last week of class (see attached schedule). Students will receive more information on the format of the final paper in class, along with specific details regarding what to do for each component of the project and guidelines for technical report writing. Students must hand in a draft of one of these sections of the technical report for feedback; this rough draft is due approximately one month before the final paper is due. Grades for the final project and technical report will be based on: (a) incorporation of relevant concepts from class into the projects; (b) the quality of the projects conducted; and (c) the thoroughness and quality of the technical report submitted as the final paper. In addition, students will fill out evaluations of fellow group members regarding effort and contribution to the final project and technical report; individual grades may be adjusted up or down based on these evaluations.

Points explicitly designated for writing quality (and page length):
40 of 100 points for technical report (at least 6 written pages)

D. FINAL PRESENTATION (40 points)

At the end of the semester, each student will do an oral presentation in front of the class that summarizes one of the three sections of their project and technical report (i.e., job analysis, recruitment plan, selection system). These presentations will be scheduled by group (i.e., all three sections of one group’s project will be presented in succession), but each individual is responsible for designing and delivering their own presentation over their own component. (However, students are strongly encouraged to practice their presentation in front of their fellow group members.) Each student will be expected to speak and answer any questions from the audience for ten minutes (approximately 7-8 minute presentation and 2-3 minutes of questions). Students must hand in a draft of their Powerpoint slides for feedback; these draft slides are due one week before the scheduled presentation.

Points explicitly designated for public speaking quality:
40 of 40 points (10 minutes per student)

Grading Scale:

- 90% and above: A
- 80%-89%: B
- 70%-79%: C
- 60%-69%: D
- 59% and below: F

Students must pass (i.e., obtain a score of at least 60% on a combination of) the writing and speaking evaluation components above in order to pass the class.
POLICIES

Record-keeping: You must save copies (electronic or hard-copy) of all the assignments and papers you hand in for this course. In the event of loss or mix-up, you will be responsible for producing a copy. If you cannot, you will not receive points for that component. This is especially important for Homework 1 (which serves as the basis for your final exam take-home essay).

Attendance and Participation: Although attendance and class participation are not explicitly rewarded with points, they are both strongly encouraged. As noted above, the exams will consist of material from the readings, the lectures, and classroom discussions, so it is definitely to your advantage to attend class. In the event that you have to miss a class, it will be your responsibility to find out, from your classmates, what you missed. Regarding participation, the quantity and quality of your class participation may make a difference “at the margin” in determining course grades. See student rule 7 (http://student-rules.tamu.edu/rule07).

Late Work: Homework assignments must be handed in by the day (see schedule pp. 4-5) and time (start of class) that they are due. Homework assignments will not be accepted late. Final papers will be docked 10% for each day they are late, including weekend days.

Make-up exams: There are only two instances in which make-up exams will be considered: (a) it is approved and arranged at least two weeks prior to the scheduled exam; or (b) there is a university-excused reason for the absence (see http://student-rules.tamu.edu/rule07).

Aggie Honor Code and Academic Integrity: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

TAMU students are responsible for familiarizing themselves with all relevant school/academic policies. This includes, but is not limited to, specific policies on harassment, general academic policies, and academic dishonesty/plagiarism. With respect to academic integrity in this course, cheating on exams or plagiarizing assignments or papers from other students or from published sources (e.g., the internet) is a violation of academic integrity — and of professional ethics — and will result in a grade of “zero” on that component. It also may result in a grade of “F” for the course, as well as other available penalties. Cheating on papers or assignments includes handing in work (either your own or others’) for this class that was completed for another class. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, please visit: http://aggiehonor.tamu.edu.

ADA Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

In Case of a Campus Emergency: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. E-mail or the e-campus portal will be used to provide information and updates regarding any changes in this course.
### COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>TOPIC</th>
<th>ASSIGNED READING, ETC.</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>CLASS INTRODUCTION</td>
<td>CH. 1</td>
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<tr>
<td></td>
<td>2</td>
<td>OVERVIEW OF SELECTION</td>
<td><strong>HW 1 DUE</strong></td>
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<td>2</td>
<td>3</td>
<td>LEGAL ISSUES IN SELECTION</td>
<td>CH. 4</td>
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<tr>
<td></td>
<td>4</td>
<td>LEGAL ISSUES, CONT.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>DIVERSITY MANAGEMENT</td>
<td>3 articles posted to e-campus: from EEOC, hrcouncil.ca, &amp; Forbes; <strong>HW 2 DUE</strong></td>
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<tr>
<td></td>
<td>6</td>
<td>JOB ANALYSIS (JA) AND COMPETENCY MODELING</td>
<td>CH. 3</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>JA AND COMP MODELING, CONT.</td>
<td><strong>HW 3 DUE</strong></td>
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<td></td>
<td>8</td>
<td>JA AND COMP MODELING, CONT.</td>
<td></td>
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<td>5</td>
<td>9</td>
<td>RECRUITING APPLICANTS</td>
<td>CH. 5</td>
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<tr>
<td></td>
<td>10</td>
<td>RECRUITING, CONT.</td>
<td><strong>HW 4 DUE</strong></td>
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<tr>
<td>6</td>
<td>11</td>
<td>RECRUITING, CONT.</td>
<td></td>
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<tr>
<td></td>
<td>12</td>
<td><strong>EXAM 1 (TAKE-HOME ESSAY DUE)</strong></td>
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</tbody>
</table>

(A WARNING THAT THIS COMING WEEK’S READING IS *HEAVY.* GET STARTED EARLY!!)

| 7    | 13  | RELIABILITY OF SELECTION MEASURES          | CH.’S 6 & 7; **HW 5 DUE** |
|      | 14  | VALIDITY OF SELECTION MEASURES             | CH.’S 8 & 2             |

**SELECTION METHODS:**

<p>| 8    | 15  | BIOGRAPHICAL METHODS                      | CH. 9                  |
|      | 16  | COGNITIVE ABILITY                          | CH. 11                 |</p>
<table>
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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNED READING, ETC.</th>
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<tr>
<td>9</td>
<td>17</td>
<td>PERSONALITY</td>
<td>CH. 12; HW 6 DUE</td>
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<td></td>
<td>18</td>
<td>HONESTY, INTEGRITY, AND DRUG TESTING</td>
<td>CH. 14</td>
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<td>10</td>
<td>19</td>
<td>INTERVIEWS</td>
<td>CH. 10</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>INTERVIEW ROLE PLAYS</td>
<td>“Playing the high stakes hiring game”</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(e-campus); HW 7 DUE</td>
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<tr>
<td>11</td>
<td>21</td>
<td>ASSESSMENT CENTERS AND OTHER SIMULATIONS</td>
<td>CH. 13</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>FAIRNESS AND APPLICANT REACTIONS</td>
<td>SIOP Bauer et al. article (e-campus)</td>
</tr>
<tr>
<td>12</td>
<td>23</td>
<td>SELECTION DECISION-MAKING</td>
<td>CH. 15</td>
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<tr>
<td></td>
<td>24</td>
<td>DECISION-MAKING, CONT.</td>
<td></td>
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<tr>
<td>13</td>
<td>25</td>
<td>PRESENTATIONS</td>
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<td></td>
<td>26</td>
<td>PRESENTATIONS</td>
<td></td>
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<tr>
<td>14</td>
<td>27</td>
<td>PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>PRESENTATIONS</td>
<td><strong>TAKE HOME ESSAY DUE (BY CLASS START)</strong></td>
</tr>
<tr>
<td>TBA</td>
<td></td>
<td>FINAL GROUP PROJECT PAPERS DUE (BY 5:00PM)</td>
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<tr>
<td>TBA</td>
<td></td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Paul Schwab, Department of Soil and Crop Sciences
     David Baltensperger, Head, Department of Soil & Crop Sciences
     Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: November 4, 2015
SUBJECT: REPORT ON CERTIFICATION OF C COURSE: SCSC 455

We recommend that SCSC 455 Environmental Soil and Water Science be certified as a Communication (C) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 1750
4. Total minutes of oral presentation: 15
5. Instructor to student ratio for one section: 1:25

Students will present to the class twice and participate in a debate in teams of two; they will write presentation materials (slides and a summary) and a final report in support of the debate assignment. The written report will be done collaboratively; however, individuals will write specific sections and will be held accountable to the instructor for completion of their part. The drafts slides for the first two assignments will receive written comments from the instructor before delivery of the presentation. After each oral presentation, students will receive written comments from the instructor with specific suggestions on areas for improvement for the next presentation given to the class. Drafts of the written summary for the first two assignments and the individual contributions to the final report will receive written comments from the instructor. Instruction includes material on giving presentations and lecture on good writing habits as well as the use of models for writing and presentations.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

SCSC 455 Environmental Soil and Water Science

2. Have this form signed by both the department head and the college dean. Provide a copy of the
syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Paul Schwab 10/13/2015

Printed name and signature (Date)

Received: Valerie Balester 10/15/15

W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Kim Dooley, Kim Dooley 10/19/15

Printed name and signature (Date)

Department Head: David Baltensperger 10/15/15

Printed name and signature (Date)

1.214 Sterling C. Evane Library
5000 TAMU
College Station, TX 77843-5600

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
ENVIRONMENTAL SOIL AND WATER SCIENCE
SCSC 455/657
SPRING 2016
TR 2:20-3:35 PM; HPCT 124

Course Description: Discussion of physical, chemical, and biological properties of soil and water and the impact on productivity and sustainability of various ecosystems; application of the knowledge of properties and soil processes to develop and evaluate strategies for protecting and/or improving soil and water quality.

Prerequisites: Junior, Senior or Graduate status and SCSC 301; or consent of instructor

Instructor: Paul Schwab (Heep Center 618A, 845-3663, pschwab@tamu.edu)

Office Hours: By appointment


Course Objectives: After completing the course, each student will be able to:
1) Describe the basic properties of soil, water, and various contaminants which control the fate and transport of contaminants in the environment.
2) Explain how soil processes control the fate and transport of contaminants in the environment.
3) Discuss the toxic effects of contaminant chemicals and microbes in soil and water.

Learning Outcomes: Students who successfully complete the course will have an understanding of:
a) The basic chemistry of soil and water contaminants.
b) Fundamentals of water movement.
c) The range of microorganisms that can pollute drinking water, their sources, and the diseases they cause.
d) The regulatory framework that guides the disposal of municipal and hazardous waste.
e) The integration of environmental monitoring and risk assessment.

Communication credit for Undergraduates (pending C-Course approval):
As a Communications Intensive (C) course, time will be devoted to oral presentations (3) and writing assignments (3), and these assignments collectively will comprise 40% of the grade. Two of the oral presentations will be delivered during the semester; they will be final minutes each covering an assigned topic within a given chapter. The third oral presentation will be part of a debate during final exam week. Three writing assignments will accompany the three oral presentations. In accordance with the University rule pertaining to communications credit, PSSC students cannot pass the course unless they receive a passing grade for both the written and oral communication aspects.
### Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter Assignment</th>
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<tbody>
<tr>
<td>Jan 20</td>
<td>Introduction/Extent of Global Pollution</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>Physical-Chemical Characteristics of Soils and Subsurface</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>Physical-Chemical Characteristics of Waters</td>
<td>3</td>
</tr>
<tr>
<td>29</td>
<td>Biotic Characteristics of the Environment</td>
<td>5</td>
</tr>
<tr>
<td>Feb 3</td>
<td>Physical Processes affecting Contaminant Transport and Fate</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Chemical Processes affecting Contaminant Transport and Fate</td>
<td>7</td>
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<tr>
<td>10</td>
<td>Chemical Contaminants</td>
<td>10</td>
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<tr>
<td>12</td>
<td>Microbial Contaminants</td>
<td>11</td>
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<tr>
<td>17</td>
<td>Environmental Toxicology</td>
<td>13</td>
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<tr>
<td>19</td>
<td>Risk Assessment</td>
<td>14</td>
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<tr>
<td>24</td>
<td>Soil and Land Pollution</td>
<td>16</td>
</tr>
<tr>
<td>*26</td>
<td>Environmental Monitoring</td>
<td>12</td>
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<tr>
<td>Mar 3</td>
<td>Environmental Laws &amp; Regulations/Exam 1 Review</td>
<td>15</td>
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<tr>
<td>5</td>
<td><strong>Exam 1 (Ch. 1-3, 5-7, 10-14)</strong></td>
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<tr>
<td>10</td>
<td>Subsurface Pollution</td>
<td>17</td>
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<tr>
<td>12</td>
<td>Land Application of Biosolids and Animal Wastes</td>
<td>27</td>
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<tr>
<td>17</td>
<td><strong>Spring Break - no class</strong></td>
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<tr>
<td>19</td>
<td><strong>Spring Break - no class</strong></td>
<td></td>
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<tr>
<td>24</td>
<td>Field Trip – Beef Center</td>
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<tr>
<td>*26</td>
<td>Drinking Water Treatment and Water Security</td>
<td>28</td>
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<td>31</td>
<td>Industrial and Municipal Solid Waste Treatment &amp; Disposal</td>
<td>25</td>
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<tr>
<td>Apr 2</td>
<td>Field Trip – Landfill</td>
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<tr>
<td>7</td>
<td>Soil and Groundwater Remediation</td>
<td>19</td>
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<td>9</td>
<td>Group Work on Final Projects - in class</td>
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<tr>
<td>14</td>
<td>Municipal Wastewater Treatment</td>
<td>26</td>
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<tr>
<td>16</td>
<td>Surface Water Pollution</td>
<td>18</td>
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<tr>
<td>*21</td>
<td>Ecosystem Restoration &amp; Land Reclamation</td>
<td>20</td>
</tr>
<tr>
<td>23</td>
<td>Field Trip - Water Treatment Facility</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Field Trip – Waste Water Treatment Plant</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td><strong>Exam 2 (Ch. 15-20, 25-28)</strong></td>
<td></td>
</tr>
<tr>
<td>May 12</td>
<td>Group Project Presentations (1:00 pm-3:00 pm)</td>
<td></td>
</tr>
</tbody>
</table>

*graduate student presentations*
Learning Objectives:
After completing the course, each student will be able to:
1) Describe the basic properties of soil, water, and various contaminants which control the fate and transport of contaminants in the environment.
2) Explain how soil processes control the fate and transport of contaminants in the environment.
3) Design and defend a site-specific plan for characterizing and remediating contaminated soil and/or water.

SCSC 455 EVALUATION CRITERIA:
I. Exams (200 points, 2 @ 100 pts each)
II. Quizzes (100 points, 10 @ 10 pts each)
III. Homework/Field Trips (150 points)
IV. Debate: written/oral presentations (150 points)
V. Communications assignments (150 points)

TOTAL = 750 points

GRADING SCALE:

\[
\begin{align*}
\geq 675 & \text{ points } (\geq 90\%) \quad \text{ A} \\
600-674 & \text{ points } (80 - 89\%) \quad \text{ B} \\
525-599 & \text{ points } (70 - 79\%) \quad \text{ C} \\
450-524 & \text{ points } (60 - 69\%) \quad \text{ D} \\
<449 & \text{ points } (<60\%) \quad \text{ F}
\end{align*}
\]

SCSC 657 EVALUATION CRITERIA:*
I. Exams (200 points, 2 @ 100 pts each)
II. Quizzes (100 points, 10 @ 10 pts each)
III. Homework/Field Trips (150 points)
IV. Debate: written/oral presentations (150 points)
V. Class presentation (100 points)
VI. Research/Project Paper (100 points)

TOTAL = 800 points

GRADING SCALE:

\[
\begin{align*}
\geq 720 & \text{ points } (\geq 90\%) \quad \text{ A} \\
640-719 & \text{ points } (80 - 89\%) \quad \text{ B} \\
560-639 & \text{ points } (70 - 79\%) \quad \text{ C} \\
480-559 & \text{ points } (60 - 69\%) \quad \text{ D} \\
<479 & \text{ points } (<60\%) \quad \text{ F}
\end{align*}
\]

*Additional requirements for SCSC 657 include delivering one complete lecture (presentation, quiz, homework) and writing a review paper on a topic (to be chosen in consultation with the instructor) related to environmental soil science.

Attendance and Homework Policy
Due to the participatory nature of this class, attendance is expected. Late assignments will not be accepted. Exceptional situations will be considered.

Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statements
AGGIE HONOR CODE
“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Michelle Chandler Diaz, Department of Accounting
    James Benjamin, Head, Department of Accounting
    Martha Louder, AOC Dean, Mays Business School

DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ACCT 407

We recommend that ACCT 407 Auditing be certified as a writing (W) course for four academic years (9/16 to 9/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 33%
2. Course content appropriate to the major
3. Total number of words: 3775
4. Instructor to student ratio for one section: 1:29

ACCT 407 gets support training graduate assistants from the Mays Communication Lab. Students write five emails, two case studies, and two essays. The two case studies are written collaboratively, but students each complete a portion of the work individually and are held accountable for their portion. Students have the option of getting formative feedback in conferences with the instructors or graduate assistants. The five email assignments are graded in a timely manner so students can use feedback from one to prepare for writing the next, and they also help students prepare for other writing assignments. Students are required to have a conference with the graduate assistants, the instructor, or the Mays Communication Lab for the two essay assignments. Instruction includes discussion about writing issues and of samples, guest lectures from the Mays Communications Lab, and editing exercises.

No significant changes have been made since original certification was granted.
1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

ACCT 407 Auditing

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor/Coordinator: Michelle C. Diaz, Michelle Chandler Diaz 9/30/2015

Printed name and signature

(Date)

Received:

Valerie Balester 11/3/15

W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean: M. Loudder 10/21/15

Printed name and signature

(Date)

Department Head: James Bryan 1/1/15

Printed name and signature

(Date)
Auditing
ACCT 407
Fall 2015
Michelle Chandler Diaz, CPA, PhD
460J Wehner Building
979-845-3275 (office)
mdiaz@mays.tamu.edu

Course times/locations:

<table>
<thead>
<tr>
<th>Day</th>
<th>Section</th>
<th>Time</th>
<th>Location</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTH</td>
<td>901</td>
<td>12:45-2:00</td>
<td>WCBA 104</td>
<td>Wednesday, December 16 @ 8 am</td>
</tr>
</tbody>
</table>

Office hours are by appointment. I also post a sign-up sheet of extended office hours and/or help sessions on eCampus during weeks with major projects due.

Please note that this is a writing intensive course and you will be asked to prepare significant written work. Writing courses are required for graduation from Texas A&M University.

Required Materials:

- Louwers et.al, Auditing & Assurance Services (6th ed.) ISBN=9781259197109
- Course pack materials are available at Copy Corner and the TAMU Bookstore

Learning Outcomes:

- Students will prepare business documents in proper form, recognize ways to improve their business writing, and describe their audit learning in written form
- Students will understand basic audit concepts and terminology
- Students will be able to work in “audit teams” to complete an audit case
- Students will apply problem solving, logic, and communication skills to complete an audit case and to work out class projects
- Students will understand risk factors related to fraud, know professional standards, and appreciate the importance of professional ethics
- Students will understand audit procedures and concepts that are tested as part of the CPA exam

Grade Policy:

Point values for each assignment and test can be found on the class calendar posted on eCampus. Rounding and/or curving of grades may be done at the discretion of the instructor at the end of the semester. Grades will be determined based on percentage of total points accumulated. Grade cut-offs are as follows: A=90%, B=80%, C=70%, D=60%, F=below 60%. However, you MUST note that this is a W-course. In accordance with university policy, if you fail the writing portion of the class, you will receive a failing grade for the whole course. Further, written work accounts for 33% of your final grade. Therefore, it is extremely important that you turn in your best work on all writing assignments. Please see the following section for more information about writing assignments and assistance available.
Presentations/Writing/Case Assignments:

There will be several assignments due throughout the semester. Due dates can be found on the course calendar along with point values. Presentations will be done during class as indicated on the calendar. We will work on a case study called Apollo. Apollo assignments will be started in class. Paperwork required for these assignments is in a course pack that is available at Copy Corner. Additional copies may be printed from the textbook site. Some case assignments will be done individually and others will be done in groups (noted for each assignment). **Assignments are due during your assigned class period on the due date.** Late work may be turned in within 24 hours for 80% credit. After 24 hours, it will not be accepted. Work may be turned in without penalty with evidence of an excused absence (see Attendance section).

This is a writing intensive course. You will have several writing assignments comprising a significant portion of your final grade. We will spend time in class discussing the importance of writing. Assignments are designed to improve your skills. Because writing intensive classes are specific to the major course of study, most of our assignments will focus on concise, professional business documents as opposed to long essays. Writing assignments will be posted on eCampus and discussed in class. In addition, a portion of your test may be related to writing. There is a TA assigned to this class who is available specifically to help with writing. In addition, the Mays Communication Lab is an extremely helpful resource.

Writing assignments will consist of 5 email assignments that will help reinforce major concepts that we cover in class. These five assignments will be approximately 175-250 words in length. Although you are not required to do so, you will have the opportunity to seek informal feedback on these emails through appointments with the writing TA who is assigned to this course. I will also provide constructive feedback on these assignments when I grade them. This feedback it to help you improve for your longer, essay assignments.

Two writing assignments will be included in as part of our case assignments. These will be assigned in detail as we reach that point in the semester. You will have an opportunity to receive feedback on your draft before including it in the final assignment that is part of the case. The case assignments are typically about 750-1000 words in length. Although this is done as a group, each team member must contribute an original draft of a paragraph for inclusion in these assignments.

Finally, there are two essays assigned during the semester. These essays will cover a major auditing topic. The parameters of this assignment will be given to you approximately three to four weeks before the assignment is due. These assignments are approximately 700-900 words in length. For these assignments, I require a formal review process to ensure that you are receiving feedback throughout the writing process.
Tests/Exams:

Tests will be given on the dates indicated on the course calendar. I do not expect these dates to change unless there are University-wide closures/changes to the academic calendar. If this occurs, I will notify you of changes as soon as possible. Please make note of the following exam rules:

- Calculators are not to be used unless I provide them or unless I announce in class that they may be used.
- Cell phones and other communication devices are to be stored away and turned off during all class periods, including exams. If your cell phone goes off during an exam, you may be asked to turn in your exam and leave.
- There is to be no discussion during the exam.
- I reserve the right to assign seating, check student identification or make any other special arrangements on the exam day.
- Exams are reviewed in class after they have been graded. The class period will be announced in advance. Please attend this session or provide evidence of a university-approved excuse if you would like to review the exam outside of class.
- Concerns about grading should be addressed with the professor within one week of the exam being reviewed in class.
- You may not keep your exam copy. Copies are maintained in the professor’s office. You should take advantage of the times to review when exams are passed back in class. There will also be predetermined hours during reading days when you may review your exams. Exams are not available for review after final exams have begun.

Academic Dishonesty:

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

The Honor Council Rules and Procedures can be found on the web at: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

Academic dishonesty is strictly disciplined within the guidelines of The Honor Council. Student discussions and interactions are encouraged on assignments; however, you are to turn in your own work (e.g. sitting together at a computer to do an assignment and simply printing two copies is not acceptable). You are not allowed to give or receive aid on any quiz/exam/test. Unauthorized materials, cell phones, and other communication devices are strictly prohibited during exams and quizzes. Any student failing to return exam or quiz questions to me at the end of the assigned time or after discussion/review in a later class will also be deemed to have committed an act of academic dishonesty. Students are responsible for knowing their obligations according to The Honor Council and this syllabus. I will do my best to ensure controls are in place to prevent academic dishonesty. If you have a suggestion about how our classroom environment could be improved in this area, I am always willing to listen to your suggestions and concerns. Actions will be taken in accordance with TAMU guidelines for administering punishment for academic dishonesty. **I take this very seriously and will forward ANY suspected academic dishonesty to the The Honor Council. CPAs are expected to act within a code of professional conduct. I expect no less from students who take Auditing.**
Attendance:

As professionals, I expect you to attend class as if it was your place of employment. I will do many activities in class to enhance your learning. Many times, I will provide significant guidance on case projects during class. If you miss class, it is your responsibility to make up this learning on your own. I do understand that there are times that you must miss class due to illness, accident, or other university approved reasons as described in Student Rule 7. If you have reason for an excused absence, please notify me as soon as possible. You should provide documentation of the absence according to Rule 7. For excused absences, you may make up work for full credit within a reasonable time period agreed on by both parties. For details of student rule 7, see http://student-rules.tamu.edu/rule07.

Make-up Policy:

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student’s immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student’s presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence
      (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence: (i.)Texas A&M University
      Explanatory Statement for Absence from Class form available at
The first group assignment is the Ethics Presentation. Participation points will be assigned as the semester university will attend class regularly and on efficiently complete group discussions and assignments. Therefore, it should be expected that students
This class involves significant group work. Groups are expected to sit together in class in order to efficiently complete group discussions and assignments. Therefore, it should be expected that students will attend class regularly and on-time in order to participate with their group (unless they have a university-approved absence). Additionally, members are expected to work cooperatively throughout the semester outside of class including scheduling of group meetings.

There will be several group evaluations throughout the semester in order to ensure that free-riding is minimized. The first group assignment is the Ethics Presentation. Participation points will be assigned as

http://attendance.tamu.edu (ii.) Confirmation of visit to a health care professional affirming date and time of visit.

c) An absence for a non-acute medical service does not constitute an excused absence.

7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

Americans with Disabilities Act:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services in Cain Hall, Rm. B118 or call 845-1637. If you have documentation of an accommodation, please provide notice during the first week of school of within one week of receiving a Disability Services letter (if it happens during the semester).

Policy on Group Work:

This class involves significant group work. Groups are expected to sit together in class in order to efficiently complete group discussions and assignments. Therefore, it should be expected that students will attend class regularly and on-time in order to participate with their group (unless they have a university-approved absence). Additionally, members are expected to work cooperatively throughout the semester outside of class including scheduling of group meetings.

There will be several group evaluations throughout the semester in order to ensure that free-riding is minimized. The first group assignment is the Ethics Presentation. Participation points will be assigned as
shown in the rubric. The faculty member will contact any group members who do not receive full participation points on this assignment so that they can alter their behavior.

There are five group case assignments. When I grade each assignment I will post half of the points earned. Therefore, if it is a 20 point assignment and the group grade was 16, I would record 8 points on eCampus. For the five assignments I will request 2-3 evaluations of group participation and effort throughout the semester. Based on these evaluations, an individual group member may then earn up to the additional full-credit points. For example, for a group member that was rated at 100% effort and participation, that individual would receive the additional 8 points. For any group member that was rated less than 80% effort and participation, they would receive no additional points on the assignment. Again, students who are not receiving full credit will be notified. Total group assignments are worth 110 points.

Finally, there will be an additional final group evaluation. This will not relate to the actual cases, but rather to an overall assessment of participation in in-class group activities. This will be assessed by both the group members and the faculty member and will consider attendance and class/group participation. The participation grade is equal to 20 points.

****If there is a group member that is acting in a way that is unprofessional (e.g. not attending meetings, not making contributions, harassing other students, or making rude or demeaning comments) please notify the professor immediately so that a meeting can be arranged to address these issues.

Mays Food and Beverage Policy:

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. To maintain the high quality of these classrooms for the students in future years, the college requests that you adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the Wehner building classrooms. You may bring bottled water to class.

Changes to Syllabus:

I reserve the right to change deadlines, the course schedule, and classroom procedures and policies if circumstances dictate. Any changes will be announced in class. I will also post changes to eCampus.
Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Ch.</th>
<th>Topic</th>
<th>Due</th>
<th>Points</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Sep</td>
<td>Ch 1</td>
<td>Auditing &amp; Assurance</td>
<td></td>
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<tr>
<td>3-Sep</td>
<td>Ch 2</td>
<td>Professional Standards</td>
<td>Email #1</td>
<td>10</td>
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<td>8-Sep</td>
<td>Ch 2</td>
<td>Independence</td>
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<tr>
<td>10-Sep</td>
<td>Ch 2</td>
<td>Independence</td>
<td>Email #2</td>
<td>15</td>
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<td>15-Sep</td>
<td>Ch 2, A</td>
<td>Audit Reports, Reviews and Compilations</td>
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<tr>
<td>17-Sep</td>
<td>C</td>
<td>Legal Liability</td>
<td>Email #3</td>
<td>20</td>
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<tr>
<td>22-Sep</td>
<td>B</td>
<td>ETHICS PRESENTATIONS</td>
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<tr>
<td>24-Sep</td>
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<td>ETHICS PRESENTATIONS</td>
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<tr>
<td>29-Sep</td>
<td>Ch 3/Case 1</td>
<td>Fraud and Audit Risk</td>
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<tr>
<td>1-Oct</td>
<td>Case 1</td>
<td>Fraud Assessment/Materiality</td>
<td>Email #4</td>
<td>20</td>
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<tr>
<td>6-Oct</td>
<td>Ch 4</td>
<td>Planning</td>
<td>Case 1</td>
<td>20</td>
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<td>8-Oct</td>
<td>Midterm Exam</td>
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<td>Case 2</td>
<td>Materiality</td>
<td>Essay #1</td>
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<td>Analytics</td>
<td>Case 2/Email #5</td>
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<td>Ch 5</td>
<td>Risk Assessment &amp; IC Evaluation</td>
<td>Case 3</td>
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<td>E/F</td>
<td>Sampling &amp; Attribute Sampling</td>
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<td>Case 4 &amp; 5</td>
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<td>Ch 6</td>
<td>Cash/Variables Sampling</td>
<td>Case 4</td>
<td>10</td>
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<td>Case 6</td>
<td>Cash</td>
<td>Case 5</td>
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<td>5-Nov</td>
<td>Ch 7</td>
<td>Revenue &amp; Collection Cycle</td>
<td>Essay #2</td>
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<td>10-Nov</td>
<td>Case 7</td>
<td>Accounts Receivable</td>
<td>Case 6</td>
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<td>Ch 8</td>
<td>Expenditure &amp;</td>
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<tr>
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<td>Midterm Exam</td>
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<td>Case 8 - Liabilities</td>
<td>Case 7</td>
<td>35</td>
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<td>24-Nov</td>
<td>Ch 11 - Completing the Audit/Case 9</td>
<td>Case 8</td>
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<td>26-Nov</td>
<td>THANKSGIVING</td>
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<tr>
<td>1-Dec</td>
<td>Ch 11, 12 - Completing the Audit &amp; Audit Reports</td>
<td>Case 9</td>
<td>25</td>
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<tr>
<td>3-Dec</td>
<td>Ch 12 - Audit Reports</td>
<td>Group Evals.</td>
<td>20</td>
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<tr>
<td>8-Dec</td>
<td></td>
<td>Course Evals and Review</td>
<td></td>
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<tr>
<td></td>
<td><strong>FINAL EXAM - Wednesday, December 16 @ 8 am</strong></td>
<td>Final Exam</td>
<td>125</td>
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<tr>
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<td></td>
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<td>33%</td>
<td></td>
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</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Srividya Ramasubramanian, Department of Communication
Nancy Street, Department of Communication
Marian Eide, Director, Women's & Gender Studies Program
J. Kevin Barge, Head, Department of Communication
Steven Oberhelman, AOC Dean, Liberal Arts

DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM/WGST 407

We recommend that COMM/WGST 407 Women, Minorities, and the Mass Media be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:25

Students write a proposal with bibliography for their research paper, a paper on context or theory related to the final research paper, and the research paper. Formative feedback occurs with the peer review of drafts of each of these sections of the research paper. Instruction occurs during three writing workshops that include lecture and discussion; students hear a guest lecture from the University Writing Center. The course also includes a research poster (not counted above.)

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

COMM 407 Women, Minorities and the Mass Media

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor/Coordinator: Nancy J. Street [Signature] 7-6-15

Printed name and signature (Date)

Received: Valerie Balester 10/15

W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Dr. Steven Oberhelman [Signature] 9/3/15

Printed name and signature (Date)

Department Head: Dr. Jennifer Mercieca [Signature] 7/7/15

Printed name and signature (Date)
Women, Minorities, and the Mass Media
(COMM/WGST 407: Section 900)
Fall 2015

Class Meetings
Tuesdays & Thursdays 11:10-12:25 006 Bolton Hall

Instructor Information
Dr. Srividya “Srivi” Ramasubramanian, Ph.D.
Office: 202D Bolton Hall
Office hours: Tuesdays 11:00 AM to noon and by appointment
Email: srivi@tamu.edu (I will respond within 24-48 hours on weekdays)

Course Description
The contributions of women and ethnic groups to the evolution of the media; the portrayal of women and ethnic groups in the mass media; issues resulting from the recognition of women and ethnic groups as media audiences.
Prerequisites:Junior or senior classification and approval of instructor.

This course will explore social identity in the context of popular culture and mass media. Drawing on literature from Communication, Media Studies, Women's Studies, Africana Studies, sociology, and psychology, we will learn about theories and case studies that help understand how the media are sites for constant negotiation and construction of identities such as masculinity, femininity, blackness, and “otherness.” The term “minorities” will be interpreted broadly so that we can explore power and privilege in a variety of contexts such as gender, race, ethnicity, sexuality, class, age, nationality, physical/mental disability, and religion.

Student Learning Outcomes

- Describe theories and concepts that inform us about how the media shape our attitudes and beliefs about cultural difference
- Employ critical media literacy skills by carefully and systematically observing, evaluating, and analyzing media texts
- Discuss and reflect upon topics relating to the role of media in social power, privilege, and oppression
- Practice academic writing skills relating to style, format, organization, and content that will help communicate effectively with audiences in your discipline
- Propose constructive feedback to peers through class discussions and writing assignments
Required Course Materials


All other book chapters and journal articles will be made available via e-campus. Educational videos will be assigned for viewing through http://mediamatrix.tamu.edu. However, some videos screened in class may not be available through mediamatrix. Students are responsible to locate, retrieve, and reproduce all electronic materials in this course.

Please bring blue books and writing instruments for the two in-class exams.

A note on “W” courses

This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on writing assignments. You will not be able to pass this course without passing the writing assignments. Written feedback will be provided by your peers and by the instructor for the written assignments. You are also encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).

Assessment

Exams 1 and 2 (25% each) - 50%
Research paper and related writing assignments - 40%
Class participation and attendance - 10%

Written Exams
There will be two closed-book, closed notes exams in this course: Exam 1 and Exam 2. The exams will contain short-answer questions drawn from the textbook, course packet, class presentation, class discussions, and screenings. There will be a review session before each exam. Review sheets will be handed out to help you prepare effectively for the exams. Please bring a big blue book to class for these exams.

Research Paper and Related Writing Assignments
Your research paper is to be completed in incremental steps leading to the final presentation. It is crucial that you incorporate concepts and theoretical perspectives discussed in the course into your final paper. The research paper is divided into smaller writing assignments: proposal/bibliography (5%), context/theory (10%), final paper (20%), and class presentation (5%).

Proposal/bibliography (5%): Pick a topic relating to media (any type that interests you: films, magazines, social media, etc.) and women/minorities (you can define minorities broadly here based on race, sexual orientation, religious orientation, mental/physical
health, etc.). Intersectionality is a must to consider while picking the group that you want to focus on. Write a 1-page proposal about what you plan to study and why it is important to study this topic. Excellent topics are those that are socially-relevant, topical, interesting, and relatively under-studied. Pick a topic that you are truly interested in because you have to stick with it through the semester. You should pick a topic that we have NOT studied in depth in this class. Please consult with the instructor to make sure that you are in the right track.

Along with the one-page proposal, submit an annotated bibliography where you read, summarize, and critique 5 scholarly articles/book chapters relevant to your topic. Please meet with the instructor if you would like to learn to distinguish scholarly from non-scholarly sources. You are also encouraged to meet with the Communication librarian, Dr. Steve Bales. Clearly articulate how each scholarly source helps guide your central argument. Excellent bibliographies go beyond simply summarizing the paper. They show the instructor that the student has read, understood, reflected, and critiqued the scholarly work. Publications that are only tangentially relevant to your final project will lead to lowering of grades. You are welcome to refer to the textbook and other readings from this class but make sure that your bibliography includes 5 scholarly sources over and beyond class readings.

*Context/theory (10%)*: Building on the previous assignment, write a 4 page double-spaced paper about the context/background relating to the specific types of women or the minority group that you have decided to focus on. Discuss the contexts (such as historical, political, economic, and social) that shape how and why media portrays these groups the way we do. Bring in the role of media within this context. Draw from theories and concepts discussed in this class that will be relevant to your topic. You should cite your sources in a separate reference section for this assignment.

*Final paper (20%)*: Write a 8-10 page final paper that builds on the previous writing assignments. Before writing the paper, immerse yourself for a two-week period with the media content that you are interested in studying. Keep detailed notes about your descriptions of the content as well as your thoughts and feelings as you analyze these media texts. Through repeated and close readings of the media texts, engage in critical analyses that reflect on the meanings of the emerging patterns. Alternatively, conduct quantitative context analyses with predefined units of analyses and coding scheme along with a detailed coding booklet. In this case, provide graphs, tables, and figures to share your findings. Make sure you make connections between your analyses and theories/concepts covered in your assigned readings and class discussions. The paper should consider potential impacts of the media messages, theoretical/practical implications, and limitations of your project.

*Final poster presentations (5%)*: Summarize the key points from your final project into a tri-fold poster to share with the class in a creative, attractive, informative format. Be prepared to answer questions from the audience and bring additional materials to support key arguments that you make in the poster.
All papers are due at the beginning of class on dates indicated in the course calendar. Use double-spaced, 1 inch margin, 12 point Times New Roman font for all papers. Remember to put your ID number (assigned in the first week of class) on all the papers and staple them. Cite all sources in a separate reference section at the end of the paper. All papers should be submitted in class. Please do not send them via email or drop them off at my office. Incomplete assignments, missing, and late assignments will be awarded zero points. Only insightful papers that go beyond the class readings will get above average grades. Mediocre assignments will receive mediocre grades.

Class Participation and Attendance
A subjective assessment would be made by the instructor about your attendance, attention in class, quality of ideas that you express in class, and responsiveness to thoughts expressed by others in class. This goes beyond simply demonstrating that you have read the assigned materials. Respectful, thoughtful, well-informed classroom comments will lead to better scores. There will be many unannounced in-class assignments and homework assignments given out at different points in the semester that count toward class participation.

Attendance is required. Students who miss class without documentation of a University excused absence are not eligible to make-up work. Please see Student Rule 7.
http://student-rules.tamu.edu/rule07

Class assignments or homework assignments that are incomplete, submitted late, or show lack of sincere efforts will receive a failing grade. Only written, university-valid official excuses will be accepted. For absences relating to university-sponsored activities, such notes should be made available before the event, when possible. All assignments due during your absence should be submitted before you leave. For unanticipated events such as grave illness or death in the family, these excuses should be submitted to the instructor within 5 business days of returning back to school along with any assignments that were due during your absence. Please see http://student-rules.tamu.edu/rule07 I do not accept the “Explanatory Absence for Absence from Class Form” in this course.

Grading Policies
Grades have to be earned in this class for completing course requirements. To be fair on all students, extra credit opportunities, if made available, will apply to all students and cannot be given to individual students.

89.5 to 100 points...............A
79.5 to 89.4 points...............B
69.5 to 79.4 points...............C
59.5 to 69.4 points...............D
Below 59.4 points...............F

Class Policies
- All assigned readings should be completed before coming to class. Please be prepared to summarize and discuss the assigned readings during class. Take
careful notes while reading the materials and jot down any questions and comments that you would like to discuss in class.

- Assigned readings, class discussions, blog entries, handouts, guest lectures, video screenings, and your own final project are all fair game for exam questions.

- As a courtesy to other class members, please turn off all cell phones during class time. Texting or talking on the phone can be quite distracting to others in class. If you have a special situation that requires you to receive or send cell phone messages in class, kindly let the instructor know in advance.

- Laptops and other electronic word processing devices are not allowed in the class except for note-taking purposes. Violation of this policy would lead to a no-laptop rule for everyone in class for the rest of the semester. Please be mindful to not check email, browse the web, etc.

- Audio recording, photography, and video recording during class are prohibited. Handouts and class materials may not be distributed to anyone outside of COMM/WGST 407.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic of the week</th>
<th>Assigned readings</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 1/3</td>
<td>Introduction and key concepts</td>
<td>Read Chap. 1</td>
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<td>Video: Miss</td>
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<td>Representation</td>
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<td>2</td>
<td>Sep 8/10</td>
<td>Cultivation, gender portrayals, age/physical ability</td>
<td>Read Chap. 3.1</td>
<td>Writing workshop-1;</td>
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<td>Video: Codes of gender</td>
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<td>3</td>
<td>Sep 15/17</td>
<td>Social cognitive theory, gendered body image, and advertising</td>
<td>Read Chap. 5.9</td>
<td>Guest lecture on library use</td>
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<td>Video: Killing us softly</td>
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<td>4</td>
<td>Sep 22/24</td>
<td>Contact hypothesis, cyber hate, and sexual orientation</td>
<td>Read Chap. 7.1</td>
<td>Proposal/ Biblio peer review draft due; Writing</td>
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<td>Video: Off the straight and narrow</td>
<td>Center workshop</td>
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<td>5</td>
<td>Sep 29/Oct 1</td>
<td>Attribution theory, news magazines, and social class</td>
<td>Read Chap. 9.1</td>
<td>Proposal/Biblio due to instructor</td>
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<td>Video: Class dismissed</td>
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<td>6</td>
<td>Oct 6/8</td>
<td>Social identity theory, newspapers, religious identity</td>
<td>Read Chap. 3.4</td>
<td>Writing workshop-2; Guest lecture on stigma and health</td>
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<td>Video: Under one sky</td>
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<td>7</td>
<td>Oct 13/15</td>
<td>Review and Exam 1</td>
<td>All assigned readings, class discussions, screenings &amp;</td>
<td>Bring blue book; Exam 1 on Mar 5</td>
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<td>Date</td>
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<td>Oct 20/22</td>
<td>Priming, hip hop, and African-Americans</td>
<td>Read Chap. 7.6 Video: Hip hop beats &amp; rhymes</td>
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<td>Oct 27/29</td>
<td>Framing, immigrant media, and Latino-Americans</td>
<td>Read Chap. 5.2 Video: 100 years of Latino images in film</td>
<td>Writing workshop-3; Context/theory paper – peer review draft due</td>
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<td>Nov 3/5</td>
<td>Model minority discourse, dramas, Asian-Americans</td>
<td>Read Chap. 5.4</td>
<td>Context/theory paper due to instructor</td>
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<td>Nov 10/12</td>
<td>Transnational feminism, popular films, and portrayals of the “East”</td>
<td>Ramasubramanian, 2005 (see ecampus) Video: Reel Bad Arabs</td>
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<td>Nov 7/19</td>
<td>Media literacy, children’s programming, and Disney and Exam 2 Review</td>
<td>Read Chap. 6.2 Video: Mickey Mouse Monopoly</td>
<td>Final paper peer review draft due</td>
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<td>Nov 24</td>
<td>Thanksgiving Holiday on Nov 26</td>
<td>All assigned readings, class discussions, screenings &amp; exercises from this unit</td>
<td>Bring blue book; Exam 2 on Apr 23</td>
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<td>Dec 1 and 3</td>
<td>Final poster presentations</td>
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<td>Dec 8</td>
<td>Course wrap-up</td>
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<td>Final papers due to instructor</td>
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**Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity Statement**

Academic integrity is extremely important. Always cite your sources when you are referring to ideas that you are not your own. **Aggie honor code: “An Aggie does not lie, cheat, or steal or tolerate those who do”**. As a student of Texas A&M University, you...
are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the Aggie code in the following website: http://aggiehonor.tamu.edu

**Safe Classroom Environment.** Considering the nature of this course, it is especially important that we establish a safe environment in the classroom. Towards this end, I seek your support in encouraging engaged, honest discussions. I hope everyone feels comfortable to share and explore ideas in this class. During the course of such free and open discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, religion, physical ability, or nationality will not be tolerated.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Tasha Dubrwny, Department of Communication
Nancy Street, Department of Communication
Marian Eide, Director, Women's & Gender Studies Program
J. Kevin Barge, Head, Department of Communication
Steven Oberhelman, AOC Dean, Liberal Arts

DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM/WGST 411

We recommend that COMM/WGST 411 Representations of Motherhood be certified as a writing (W) course for four academic years (9/16 to 9/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 37.5%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

COMM/WGST 411 requires a research and analysis paper for which student turn in an introduction section that is graded and also a draft of the final paper that receives extensive written instructor comments. In addition, students present their research to the class orally at the end of the term. Instruction includes five minute lectures on writing, including choosing a topic, writing a literature review, descriptive analysis, crafting an argument, and putting a final paper together. In addition, course readings and discussions serve as models for analyzing texts, the topic of the final paper.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

COMM 411 Representations of Motherhood

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Nancy J. Street

Printed name and signature [Signature] (Date)

Received: Valerie Balester 10/11/15

W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Dr. Steven Oberhelman

Printed name and signature [Signature] (Date) 9/30/15

Department Head: Dr. Kevin Barge

Printed name and signature [Signature] (Date) 9/25/15

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
Instructor: Dr. Tasha Dubriwny  
Office: Bolton, 202C  
Email: tdubriwny@tamu.edu (Email is the best way to reach me. I will attempt to respond to all emails within 24 hours.)  
Office Hours: T/R 11:15-12:15, 2:15-3:15, and by appointment

**Course Description:** Examination of understandings of motherhood from a humanities perspective and over a variety of cultures and time periods, as reflected in written, media and/or oral texts.

**Prerequisite:** Junior or senior classification or approval of instructor.

This course will examine figurations of motherhood in America and England taking into consideration depictions of mothers from/of the past and present. We will explore rhetorical approaches to motherhood in the contexts of the “cult of domesticity,” feminism, “new momism,” misogyny, medicine, and racial discourse, asking (among other questions) about the extent to which apparently outmoded attitudes continue to inform cultural views after their historical moment might seem to have passed.

**Student Learning Outcomes:** At the end of this course, students will be able to
1) explain the shifts in understandings of motherhood from the Victorian era to present  
2) describe the relationship between representations of motherhood and the practice of mothering  
3) evaluate representations of motherhood  
4) construct an argument about representations of motherhood drawing from primary texts, feminist theory, and rhetorical theory

**Required Texts:**
Louisa May Alcott, *Little Women* (Broadview Edition)  
Stephen King, *Misery*  
Heather Armstrong, *It Sucked and Then I Cried: How I Had a Baby, a Breakdown, and a Much Needed Margarita*  
Lionel Shriver, *We Need to Talk about Kevin*  
**All other readings are available online or on e-reserve at the TAMU library as indicated in the syllabus.**

*Please note that students will often be reading 50-75 pages per class period. If your schedule cannot accommodate the reading load, a different class may be more suitable for you.*

**Course Assignments:**

**Q&A (6 @ 15 points each, 90 points):**
Starting the second week of classes, each class period a group of students will be bringing to class a “Q&A” assignment. Students will write 6 Q&A’s over the semester. A full explanation of the “Q&A” assignment is available at the end of this syllabus.

Late Policy for Q&A’s: If you miss class due to an EXCUSED absence, you may turn in a Q&A the next class period with a different group for full credit. All other late Q&A’s will receive zero points. 

Please see student rule 7. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
Research and Analysis Paper (300 points total, see breakdown below):
You will be writing an introduction draft and 10-15 page research & analysis paper in this class. I will offer instruction on the writing process as we proceed. A detailed description of this assignment is on ECampus.

Due Dates:
(1) Introduction Draft (25 points): 3/1 (due by email by 5:00 PM)
(2) Full Paper Draft: (50 points): 4/3 (due by email by 5:00 PM)
(3) Final Paper (225 points): 5/4 (due as a HARD COPY in my office, Bolton 202C, by 12:30 PM )

Paper Presentation (100 points):
At the end of the semester, you will present your research and analysis paper to the class. A full description of the presentation assignment is available on ECampus.

Group Presentation (110 points): Mothering in Contemporary Society
Throughout the semester, small groups (3-4 people) will be presenting on how issues facing mothers in contemporary society are represented in popular culture, news, and art. A full description of this assignment is available at the end of the syllabus.

Attendance: In order for all of us to get the most out of this class, attendance and participation is required. I expect all of us to be in class and participating (talking!) everyday!

The following penalties refer to “unexcused” absences (or, absences that do not qualify as excused absences). The points will be subtracted from your final grade.
1 absence: 0 points
2 absences: -25 points
3 absences: -50 points
4 absences: -75 points
5 absences: -100 points
...and so forth. Each unexcused absence is an additional 25 points.

Please remember that if your absence is excused, it must follow the guidelines offered in the TAMU student rules: http://student-rules.tamu.edu/rule07. The instructor must be notified of the excuse by the end of the second working day after the absence. Please notify me of all excused absences in writing (even if you discuss it with me in class). Email is fine. If you do not notify me on an excused absence, it counts as an UNEXCUSED absence.

Students who are absent for ANY reason are fully responsible for any material they may have missed.

**Please note that it is essential to this course for students to read the assigned readings before coming to class. If it is clear that students are not completing the readings, I will add to our course assignments “reading quizzes” that will be completed each day. Any changes I make to the syllabus will be announced in class and posted on ECampus.
**Grading Scale:**
Grades are based on a 600 point scale. I do not “round up” or curve final grades.
A= 600-540  
B= 539-480  
C=479-420  
D=419-360  
F= 359 and below

This is a writing intensive course. You will not be able to pass the course without successfully completing all of the writing assignments.

**Course Policies:**

**Technology:**
Students will be expected to access this course on Blackboard. Announcements, schedule changes, and assignments will be posted on the Blackboard website. **If you are having problems, contact ITS at 845-8300.**

**Academic Honesty:**
According to the Aggie Honor Code, “An Aggie does not lie, cheat or steal, or tolerate those who do.” Academic dishonesty involves acts other than plagiarism. For more information, please consult the Aggie Honor System Office website or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” Aggiehonor.tamu.edu

**Students with Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Miscellaneous**
Readings are to be done in full before the class meeting. I expect you to be ready to discuss, apply, extend, and ask questions about the readings.

*Cell phones should be turned off.* Not on low or vibrate or music, but OFF.
**Semester Schedule**

This schedule may change; all changes will be announced in class and posted on ECampus. Please complete the readings listed for each day prior to coming to class.

**Tues 1/17:** Introduction to class

**The Good Victorian Mother**

(1) Alcott, “Transcendental Wild Oats” (Online at [http://www.vcu.edu/engweb/transcendentalism/ideas/wildoats.html](http://www.vcu.edu/engweb/transcendentalism/ideas/wildoats.html))

(2) “Louisa May Alcott’s Defense of Woman Suffrage,” p. 611 of Broadview *Little Women*

**Tues 1/24**  

*Group A*  

(3) Abbott, “Responsibility,” e-reserve


**Thurs 1/26**  

*Group B*  

(5) Eyer, Ch 2 of *Motherguilt*, e-reserve

**Tues 1/31**  

*Group C*  

(6) Alcott, chs 1-9 of *Little Women*

**Thurs 2/2**  

*Group D*  

(7) Alcott, remaining chapters of *Little Women* (Note that we are only reading Part 1!!)

**The Horrifying Victorian Mother**

**Tues 2/7**  

*Group A*  

(1) Clifford, “The New Mother,” e-reserve

(2) Silver, “The Didactic Carnivalesque,” e-reserve

**Thurs 2/9**  

*Group B*  

(3) Stoker, “The Squaw” (Online at [www.munseys.com/disktwo/dracguesdex.htm](http://www.munseys.com/disktwo/dracguesdex.htm))

(4) Nayder, “Virgin Territory,” e-reserve

**The Horrifying Twentieth Century Mother**

**Tues 2/14**  

*Group C*  

(1) Freud, “Femininity,” e-reserve

(2) Wylie, “Common Women,” e-reserve

**Thurs 2/16**  

*Group D*  

MOVIE: *Alien*, on media matrix  

(3) Creed, “*Alien* and the Monstrous Feminine,” e-reserve

(4) Greenberg, “Reimagining the Gargoyle,” e-reserve
Tues 2/21  
Group A  
(5) King, *Misery*, through Part II, Ch 6  
(6) Keesey, “Your Legs Must be Singing Grand Opera,” e-reserve

Thurs 2/23  
Group B  
(7) King, *Misery*, remaining chapters

Legacies of Racism and Motherhood  
Tues 2/28  
Group C  
(1) Davis, “The Legacy of Slavery,” e-reserve  
(2) Davis, “The Meaning of Emancipation,” e-reserve

Thurs 3/1  
Group D, Introduction Draft Due today (by email, due at 5:00 PM)  
(3) Introduction to *Beloved* (Everyman’s Library Edition)  
(4) Reinhardt, “Who Speaks for Margaret Garner?,” e-reserve

Tues 3/6  
Group A  
(5) Toni Morrison, *Beloved*, through page 171

Thurs 3/8  
Group B,  
(6) Toni Morrison, *Beloved*, remaining pages  
(7) Frampton, “You just can’t fly,” e-reserve

Tues 3/13-Thurs 3/15: SPRING BREAK

Modern Mothering (Part 1): Mothering, the “Maternal Instinct,” and Ambivalence  
Tues 3/20  
Group C  
(1) Susan Douglas and Meredith Michaels “Threats from Within: Maternal Delinquents,” e-reserve

Thurs 3/22  
Group D  

Tues 3/27  
Group A  
(3) Landsburg, “Not So Different,” e-reserve  
(4) Shriver, *We Need to Talk about Kevin*, read to February 1, 2001 (in P.S. edition, through page 210)

Thurs 3/29  
Group B  
(5) Shriver, *We Need to Talk about Kevin*, remaining pages  
(6) Jeremiah, “We Need to Talk about Gender,” e-reserve

Modern Mothering (Part 2): Medicine, Motherhood & Memoirs  
Tues 4/3  
Group C, Full Paper Draft Due today (by email, due at 5:00 PM)  
(1) Cain, “A View You Won’t Get Anywhere Else,” e-reserve
Thurs 4/5   Group D
(2) Aimee Morrison, “Autobiography in Real Time,” available online at
(3) “The Bad Mother Manifesto,” available online at

Tues 4/10   Group A & Group B
(4) Armstrong, It Sucked and Then I Cried, Chapters 1-9

Thurs 4/12  No Readings. Discussion of full paper drafts. Individual appointments also encouraged.

Tues 4/17   Group C & Group D
(5) Armstrong, It Sucked and Then I Cried, remaining chapters
(6) O’Reilly, “The Motherhood Memoir,” e-reserve

Thurs 4/19  Student Presentations

Tues 4/24   Student Presentations

Thurs 4/26  Student Presentations

FINAL PAPER DUE ON 5/4 AT 12:30 PM IN MY OFFICE—BOLTON HALL 202C. BRING ME A HARD COPY.
Q&A Assignment

Over the course of the semester, you are responsible six times for writing 2 questions, and then answers to those questions, pertaining to the readings for that day. Q&A’s are due IN CLASS at the beginning of the period. Please read the following guidelines carefully.

- Q&A’s should be typed. I will not accept handwritten Q&A’s, nor will I accept Q&A’s sent to me through email.
- I only accept Q&A’s from students who are present during the entire class period.
- On any given day, we are likely to have more than one reading for class. You only have to write two questions and then answers, and you can choose to write them over any of the readings for that day. This means that if we have three readings, you can choose two readings to write questions about, or you can write the questions about just one of the readings. It is up to you.
- Q&A’s are graded on the quality of the questions and answers. Q&A’s should be thought-provoking and inspire critical thinking about the issues being covered in class. Please read the paragraph below for more information about writing Q&A’s.

Good Q&A’s should be able to be used as discussion questions in class. This means that your questions should encourage critical thinking and reflection about the reading. Questions that can be answered with one or two words are not good questions. You can ask questions that discuss specific content in the article or write questions that apply the article’s concepts to real world examples. If you chose to discuss your personal experience, show how the author’s perspective relates to it. If you disagree with an article/reading, feel free to write a question that argues against the author’s perspective; however, please illustrate that you understand the author’s perspective before you argue for or against it. DON’T FORGET TO WRITE THE ANSWERS TO THE QUESTIONS YOU HAVE CREATED.

Late Policy for Q&A’s: If you miss class due to an EXCUSED absence, you may turn in a Q&A the next class period with a different group for full credit. All other Q&A’s will receive zero points.
**Group Presentation Assignment** (110 points)

Throughout the semester, small groups of people will be presenting on topics related to mothering in contemporary society. Each group should have 3-5 people. The presentation should 1) offer a good overview of the research in your area (what are the main themes, what are important findings, etc.), 2) link the research to popular culture (magazines, movies, television shows), and 3) make use of concepts that we have discussed in class. You are expected to use professional public speaking skills. No visual aids are required, but visual aids are often helpful! Presentations should be 7-10 minutes long. All members of the group must participate in the presentation.

In addition to the presentation, your group will turn in a 2-3 page (typed, double spaced) summary of your presentation (covering at least the three topics listed above) and include a bibliography with at least three academic/scholarly sources. (If you are confused about what counts as an “academic/scholarly source,” ask me!)

Your grade will be based on your presentation and your written work. Not turning in the written portion of the assignment will result in a zero.

**Possible Topics:**

*Each group needs to have a unique topic. Below are some broad ideas for topics, but you can also make up your own. Once your group has settled on a topic, let me know. Topics will be given to groups on a first come, first take basis.*

- Stepmothers in contemporary society
- Motherhood and careers
- Motherhood and contemporary politics
- Motherhood and consumerism
- Motherhood and healthcare
- Single mothers in contemporary society
- Motherhood and religion in contemporary society
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Lucy J. Miller, Department of Communication
Nancy Street, Department of Communication
J. Kevin Barge, Head, Department of Communication
Steven Oberhelman, AOC Dean, Liberal Arts

DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 415

We recommend that COMM 415 New Media and Civil Society be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

COMM 415 students write two critical response papers. They get written and oral feedback from the instructor on drafts of both papers. The class readings serve as writing models, and the instructor lectures on writing issues. Students are encouraged to get further feedback from the University Writing Center.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

COMM 415 New Media and Civil Society

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Nancy J. Street
Printed name and signature (Date)

Received: Valerie Balester 10/19/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Dr. Steven Oberhelman
Printed name and signature (Date)

Department Head: Dr. Kevin Barge
Printed name and signature (Date)
COMM 415-900 New Media and Civil Society
MWF 12:40-1:30 BLTN 006

Instructor: Dr. Lucy J. Miller
Office: Bolton 311
Email: lucymiller@tamu.edu
Office Hours: MW: 9:30-11:30, 3-4; F: 9:30-12:30; or by appointment

Course Description: Critical analysis of new media technologies, civic participation, and social capital in democratic, non-democratic, and nascent civil societies around the world.

Learning Objectives:
• Analyze discourses on civil society processes in diverse global settings.
• Define and explain the key concepts of civil society, civic participation, and social capital.
• Explain how new technologies are utilized to maintain, create, or hinder civil society processes.
• Construct critical dialogue on how new media technologies can impact civil society processes in the everyday lives of individuals, including issues on Internet freedom, democratic engagement, online journalism, and cyber-bullying.

Required Materials
Course readings posted on eCampus.

A note on “W” courses
This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on writing assignments. You will not be able to pass this course without having completed the writing assignments. Written feedback will be provided by your peers and by the instructor for the written assignments. You are also encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).

Course Requirements

Attendance:
Poor attendance will adversely affect your performance and grades. Attendance will be taken each day at the start of class. If a student is not present when attendance is taken, s/he will be counted as absent or tardy. Please make every effort to be on time for class. It is your
responsibility to ensure that you are marked as present. These stringent policies are necessary for a variety of reasons:

1. To prevent unnecessary interruptions
2. To be courteous to the professor and fellow students
3. To foster a fair and friendly learning environment for everyone
4. To ensure that students have ample time to learn material

**Academic Integrity:**
Plagiarism and cheating are forms of academic theft that cannot be tolerated in, or by, any group of scholars. Should plagiarism or cheating be discovered, the course of action will range from an “F” on the assignment to an “F” in the course to referral to the Texas A&M Honor Council (see http://aggiehonor.tamu.edu for more information). All papers and presentations must be original. All quotations and citations should be noted in the paper or presentation. Any material that is not your original idea must be cited properly using the format dictated by the 5th edition of the *Manual for the American Psychological Association* (APA format; for help with APA format see http://owl.english.purdue.edu/handouts/research/r_apa.html) or the 7th edition of the *MLA Handbook for Writers of Research Papers* (MLA format; for help with MLA format, see http://owl.english.purdue.edu/owl/resource/747/01/).

Remember, “*An aggie does not lie, cheat or steal, or tolerate those who do.*”

**E-mail:** I may send information about class assignments to your tamu email account and **you will be responsible** for any information sent by me via e-mail. It is important that you check this account regularly.

**Late Work:** I will not accept late assignments. Only a university excused absence will allow you to turn in late work. No exceptions.

**Expectations:** I expect that you will take responsibility for your educational experience by taking part in discussions and keeping up with your reading. It is your responsibility to stay on schedule and to let me know if there is course content that you need extra help with. Furthermore, this course is heavily dependent on written communication. It is my expectation that you will turn in work that is proofread for content, grammar, spelling, etc. These are important aspects of effective communication and basic requirements for acceptable college-level performance.
YOU CAN EXPECT THAT I WILL:

1) Be prepared for every class meeting.
2) Evaluate your work fairly and offer clear suggestions for improvement.
3) Return your work promptly.
4) Be accessible outside of class for questions and feedback.

Special Accommodations: If you required accommodation for a disability, please contact your Instructor during the first week of class so that we may make arrangements for you.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Assignments

Critical Response Papers – Critical Response Papers will consist of 4 to 5 page, 12-point font, double-spaced papers that respond to a question posed by the instructor related to the issues raised in the readings. These are to be error-free, concisely-written essays. Two scholarly sources other than the course readings are required for each paper. Critical Response Papers will be graded for addressing the posed question, accurate and correct application of course concepts and readings, correct citations (in-text and works cited), and correct grammar and spelling.

Revised Critical Response Paper (optional) – You will have the opportunity to revise and resubmit one Critical Response Paper in order to earn points back. You may only qualify to revise the paper if you turned in the original paper assignment. This assignment is optional; if you are satisfied with your grades on the assignments, you are not required to revise one of them.

Exams – The exams will consist of multiple choice questions and will be completed in class. You are welcome to use the course readings and your notes while working on the exams; both will need to be printed out for the exams.

In-Class Participation – You will be expected to attend class and participate in class discussions.
Written Assignment Requirements – All written assignments must be word-processed and proofread for spelling and grammar errors. The minimum page length for all written assignments includes only the content of the paper, not including a title page or Works Cited. All citations and works cited must be in MLA or APA format, double-spaced with 12-point font, and one-inch margins. All assignments should be submitted on eCampus by 11:59 p.m. the day they are due. Late papers will not be accepted. Make sure to allow yourself plenty of time to submit your assignments by the due date. Email your assignment to me ONLY if there is an issue with eCampus that prevents you from submitting your assignment on time.

Grade Rubric – The Grade Rubric that will be used for all written assignments is available on eCampus and provides information on what I will be focusing on when grading your assignments. You should use the Grade Rubric to review and proofread your assignments before submitting them to make sure you meet all of the requirements. The Grade Rubric is also the main document I will be returning to you after grading your assignments.

Grade Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Critical Response Paper 1</td>
<td>25%</td>
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<tr>
<td>Critical Response Paper 2</td>
<td>25%</td>
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<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Course Schedule

All readings listed are available on eCampus.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 8/31</td>
<td>Introduction to Course</td>
<td></td>
</tr>
<tr>
<td>W 9/2</td>
<td>College &amp; Leadership</td>
<td>Deresiewicz</td>
</tr>
<tr>
<td>F 9/4</td>
<td>College &amp; Leadership</td>
<td>Deresiewicz</td>
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<tr>
<td></td>
<td>*Last day to Drop/Add</td>
<td></td>
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<tr>
<td>Week 2</td>
<td></td>
<td></td>
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<tr>
<td>M 9/7</td>
<td>Documentary: Declining by Degrees</td>
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<tr>
<td>W 9/9</td>
<td>Social Capital</td>
<td>Putnam</td>
</tr>
<tr>
<td>F 9/11</td>
<td>Social Capital</td>
<td>Putnam</td>
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<tr>
<td>Week 3</td>
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<tr>
<td>Week</td>
<td>Date</td>
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<tr>
<td>M 9/14</td>
<td>Social Capital</td>
<td>Putnam</td>
</tr>
<tr>
<td>W 9/16</td>
<td>Strong &amp; Weak Ties</td>
<td>Haythornthwaite</td>
</tr>
<tr>
<td>F 9/18</td>
<td>Strong &amp; Weak Ties</td>
<td>Haythornthwaite</td>
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<tr>
<td><strong>Week 4</strong></td>
<td></td>
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<tr>
<td>M 9/21</td>
<td>Gender &amp; New Media</td>
<td>Shaw; Dubrofsky &amp; Wood</td>
</tr>
<tr>
<td>W 9/23</td>
<td>Gender &amp; New Media</td>
<td>Shaw; Dubrofsky &amp; Wood</td>
</tr>
<tr>
<td>F 9/25</td>
<td>Cyber-Bullying</td>
<td>Vandebosch &amp; Van Cleemput</td>
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<tr>
<td><strong>Unit 2: Social Interaction Online</strong></td>
<td></td>
<td></td>
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<tr>
<td>M 9/28</td>
<td>New Media Use</td>
<td>Boyd; Humphries</td>
</tr>
<tr>
<td>W 9/30</td>
<td>Lack of Connection</td>
<td>Seife</td>
</tr>
<tr>
<td>F 10/2</td>
<td>Lack of Connection</td>
<td>Seife; <strong>Critical Response Paper 1 due</strong></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td>M 10/5</td>
<td>Alone Together</td>
<td>Turkle</td>
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<tr>
<td>W 10/7</td>
<td>Alone Together</td>
<td>Turkle</td>
</tr>
<tr>
<td>F 10/9</td>
<td>Slacktivism</td>
<td>Morozov</td>
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<tr>
<td><strong>Week 7</strong></td>
<td></td>
<td></td>
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<tr>
<td>M 10/12</td>
<td>Slacktivism</td>
<td>Morozov</td>
</tr>
<tr>
<td>W 10/14</td>
<td>Anonymity</td>
<td>Woo; Kennedy</td>
</tr>
<tr>
<td>F 10/16</td>
<td>Anonymity</td>
<td>Woo; Kennedy</td>
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<tr>
<td><strong>Week 8</strong></td>
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<tr>
<td>M 10/19</td>
<td>Midterm Exam</td>
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<tr>
<td><strong>Unit 3: Virtual Community</strong></td>
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<tr>
<td>W 10/21</td>
<td>Virtual Community</td>
<td>Turner; Lev-On</td>
</tr>
<tr>
<td>F 10/23</td>
<td>Virtual Community</td>
<td>Turner; Lev-On</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td></td>
<td></td>
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<tr>
<td>M 10/26</td>
<td>Community &amp; Identity</td>
<td>Childers</td>
</tr>
<tr>
<td>W 10/28</td>
<td>Community &amp; Identity</td>
<td>Childers</td>
</tr>
<tr>
<td>F 10/30</td>
<td>Social Media &amp; Social Movements</td>
<td>Penney &amp; Dadas</td>
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<tr>
<td><strong>Week 10</strong></td>
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<tr>
<td>M 11/2</td>
<td>Democratic Enagement</td>
<td>Östman; Dylko et al.</td>
</tr>
<tr>
<td>W 11/4</td>
<td>Democratic Enagement</td>
<td>Östman; Dylko et al.</td>
</tr>
<tr>
<td>F 11/6</td>
<td>Democratic Enagement</td>
<td>Östman; Dylko et al.</td>
</tr>
<tr>
<td><strong>Unit 4: Public Sphere</strong></td>
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<tr>
<td><strong>Week 11</strong></td>
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<tr>
<td>M 11/9</td>
<td>Public Sphere</td>
<td>van Dijck; Bakardjieva</td>
</tr>
<tr>
<td>W 11/11</td>
<td>Public Sphere</td>
<td>van Dijck; Bakardjieva</td>
</tr>
</tbody>
</table>
Diverse Perspectives:
As a student and lecturer of communication, I am committed to the idea that we live in a highly connected society that challenges us on a daily basis as we interact with people of diverse perspectives. I believe that communication plays a vital role as we each seek to be successful in our careers and personal lives in an environment that is constantly changing and increasingly diverse. Vision 2020 has provided the University with imperatives (http://vision2020.tamu.edu/the-twelve-imperatives) that reinforce this perspective. In this class, we will discuss topics and hear from a wide range of perspectives that may lead to disagreements. Effective communication will help us learn how to have meaningful dialogues and critical conversations where we listen and engage one another as we create a safe space of learning where we explore and understand. As we have these dialogues and conversations, we
need to be committed to respecting each other's lifestyles, political perspectives, religions, ethnicity, races, sexualities, genders, and socio-economic perspectives. For more information about Texas A&M's Vision 2020 plan for creating a culture of excellence, please see http://vision2020.tamu.edu. If you have any questions about my commitment, I am open to discussing it in more detail with you.

**Course Bibliography**


TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Kristan Poirot, Department of Communication
Nancy Street, Department of Communication
Marian Eide, Director, Women's & Gender Studies Program
J. Kevin Barge, Head, Department of Communication
Steven Oberhelman, AOC Dean, Liberal Arts
DATE: November 4, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM/WGST 420

We recommend that COMM/WGST 420 Gender and Communication be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

COMM/WGST 420 requires two portfolios of critical blog essays. In week four a draft of blog essay 1 is peer reviewed, and in week 9 students have the option of revising the first blog essay or having the draft of the second one reviewed. Blogs are due at the end of the course so students have time to work on them throughout the semester. Instruction includes discussion and review of sample blog essays and two blog essay workshop that include opportunities for feedback and planning.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   COMM 420 Gender and Communication

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Nancy J. Street
Printed name and signature
(Date)

Received: Valerie Balester
(W and C Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Dean Steve Oberhelman
Printed name and signature
(Date)

Department Head: Dr. Kevin Barge
Printed name and signature
(Date)
Course Description: Survey of the role of gender in communication processes; focus on communication differences between men and women in contexts such as the family, school and work organizations; discussion of media influence in gender stereotypes. (from the Undergraduate Catalog)

Learning Outcomes:

At the conclusion of this course, students should be able to:

- Appraise critically gender communication academic scholarship.
- Identify and discuss a variety of theories about sex/gender identity and the relationship between gender and communication from a variety of perspectives.
- Compose well-argued and rhetorically effective political blog essays.
- Analyze critically the gender dynamics in a communicative event.

Required Texts:


Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td>100 pts</td>
</tr>
<tr>
<td>Critical Blog Essays</td>
<td>250 pts</td>
</tr>
<tr>
<td>Blog and Class Participation</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 p</td>
</tr>
</tbody>
</table>

Grading Scale:

- A: 450-500 pts.
- B: 400-449 pts.
- C: 350-399 pts.
- D: 300-349 pts
- F: < 300 pts

TOTAL 500 pts.
**Reading Quizzes (100 points):** Expect a quiz over the reading every day in class. The quiz will begin at the start of class and MUST be turned in 5 minutes later. I will keep the highest 10 grades. If a student misses a class or is late to class, he/she will not be able to make-up the quiz, UNLESS that absence is documented and excused. In such cases, the student will be required to bring a typed 1/2-1 single-spaced page summary of each reading that was due the day she/he missed the quiz. This summary is due no later than 1 week after your date of return to class.

**Critical Blog Essays (250 points):** This course meets a university writing requirement. As a writing intensive course, we will write as a way to engage course materials. Some of this writing will be evaluated and read only for content (reading quizzes), and other essays will be graded in terms of content as well as writing efficiency and rhetorical efficacy. Each student must write 2-3 blog posts for evaluation. These posts will critically engage course materials and/or discuss a contemporary event that relates to course materials. These blog posts must total a minimum of 2000 words and will be evaluated in terms of their ability to effectively engage their specified audience with thought-provoking ideas and commentary. Up to two people will be responsible for posting on the blog each day. A hard copy of your post will be due the following class period. **If a student does not pass the blog essays, she/he will fail the class.**

**Blog & Class Participation:** Each student is expected to regularly participate in class discussions and the course blog. You will keep a log that details your class and blog participation. This log will consist of the date of the comment and a one sentence description of all oral comments. I will assign a grade based on the following scale:

- Participation in 5+ different discussions each week = 50 pts
- Participation in 4 different discussions each week = 45 pts.
- Participation in 4+ different discussions most weeks (more than half) = 40 pts.
- Participation in 3-4 different discussions some weeks (less than half, but more than 1) = 35 pts.
- Participation in 1-2 different discussions most weeks (more than half) = 30 pts
- Less than participation 1-2 different discussions each week, but more than zero participation = 25 pts.
- No participation at all = 0 pts.

**Final Exam:** The final exam is an essay exam. It will be completed in class. Students may use any notes that he/she takes in class or on course readings during the exam. Students may NOT use the actual readings during the exam.

**Course Policies:**

**Attendance Policy:** Regular class attendance is crucial. I will take roll every day excessive absences will substantially reduce your community participation grade. If a student has more than TWO unexcused absences, his/her final grade will be dropped by one letter. If a student misses class, for any reason, it is her/his responsibility to get notes and assignments from classmates. It is also his/her responsibility to provide proper documentation for an absence to count as excused. Go to http://student-rules.tamu.edu/rule07 for explanation of what qualifies as an excused absence.

**Late Policy:** I do not accept late work from students without University excused absences. Unless otherwise noted, all assignments are due at the beginning of class on due date.
If a student misses a day of a point generating activity, she/he may NOT make it up if the absence is unexcused. If the absence is excused, he/she must make arrangements with me for an alternative assignment within one week of your return to class.

**Mobile Device Policy:** Although I am grateful for the various ways one can stay connected to an ever-enlarging network of people and ideas, the active maintenance of these connections in the classroom is rarely beneficial to one’s and others’ learning. As such, text/instant messaging, checking/updating/responding to/opening/etc. email, websites, blogs, facebook, etc., and/or running any app/program that is not essential to note-taking and reading during class discussion is prohibited. In short, students can use their electronic devices as e-readers and to enable learning of course material, not distract from it. **If one violates this policy, he/she will receive an unexcused absence for the day of the violation. If she/he violates this policy more than once he/she will be asked to leave the class.**

**Academic Honesty & Integrity:**

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: aggiehonor.tamu.edu

**Public Information Act & Email Correspondence:**

As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

**American Disabilities Act Policy Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Week 1: Course Introduction?

T: Class Introduction/Syllabus
Th: CGD, Chapter 1, p. 3-36

Week 2: Rhetoric, Writing, Blogging

T-Th: Blog samples

Week: Sex and Gender?

T: Laqueur, “Of Language & the Flesh”
   Fausto-Sterling, “5 Sexes”

Th: CGD, p. 36-42
   Dow & Tonn, “Feminine Style”

Week 4: Sex and Gender in Public Sphere

T: CGD, p. 43-50
   Zaeske, “Signatures of Citizenship”

Th: Blog Essay Workshop
   (Bring draft of 1 essay for peer review)

Week 5: Gender Trouble

T: CGD, p. 50-60
   Sloop, Introduction

Th: Butler, “Performative Acts”
   Sloop, Ch. 1

Week 6: Transgender vs. GID

T: Case Study: Transgenderism vs. Gender Identity Disorder
   Sloop, Ch. 2

Th: Holland, “Jessica Lynch”
   Sloop, Ch. 5

Unit 2: Sex/Gender in Context

Week 7: Sex/Gender & Public Performance

T-Th (6.19): Vagina Monologues
Hammers, “Talking about Down There”

**Week 8: Gender and Media**

T: CGD, Ch. 6, p. 235-253

Th: Douglas, Introduction to *Where the Girls Are*
Douglas, Introduction to *Enlightened Sexism*

**Week 9: Blog Evaluation/Planning and Writing Workshop**

T: All essays on blog

Th: Writing Workshop
    (Bring draft for revision from Portfolio 1, or first draft from Portfolio 2)

**Week 10: Gender & Work**

T-Th: CGD, Ch.9
    *The Help*

**Week 11: Gender & Education**

T: CGD, Ch. 8

Th: Gender in Aggieland (presentation and reflection)

**Week 12: Gender & Religion**

T: CGD, Chapter 10
    Maddux, Preface

Th: Maddux, Ch. 1

**Week 13: Gender, Religion, & Civic Identity**

T: Maddux, Ch. 2

Th: Maddux Ch. 3-4

**Week 14: Course Wrap-Up**

T: Maddux Ch. 6

Th: Course Wrap-Up/ Exam Review
    (All Blog revisions due TODAY)

**Final Exam: TBD**
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Jennifer Jones Barbour, Department of Communication
Nancy Street, Department of Communication
J. Kevin Barge, Head, Department of Communication
Steven Oberhelman, AOC Dean, Liberal Arts

DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 437

We recommend that COMM 437 Visual Communication be certified as a writing (W) course for four academic years (9/16 to 9/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 57%
2. Course content appropriate to the major
3. Total number of words: 5250
4. Instructor to student ratio for one section: 1:25

The writing for COMM 437 includes three exploratory essays, a topic proposal (not graded but required) and a final analytical research paper. Student review each other’s research paper drafts, and the instructor makes oral and written comments on the topic proposal and on the research paper draft. Writer workshop days include feedback as well as instruction through the examination of sample papers.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

COMM 437 Visual Communication

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Nancy J. Street
Printed name and signature

(Date)

Received: Valerie Balester
W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean: Dr. Steven Oberhelman
Printed name and signature

(Date)

Department Head: Dr. Kevin Barge
Printed name and signature

(Date)
Communication 437-900  
Visual Communication  
Fall 2015  
MWF 10:20-11:10 Bolton 003

Dr. Jones Barbour  
Office: Bolton Hall Room 209E  
Office Hours: MW 2-3:30pm and by appointment  
Email: jonesbarbour@tamu.edu

COURSE DESCRIPTION:  
Critical analysis of visual communication including, photographs, advertising, memorials, tattoos, comics, public protest.

COURSE INFORMATION: We are surrounded by visual communication in our daily lives. At the same time, the ubiquity of visual imagery makes it difficult for us to critically evaluate the images we see. The purpose of this course is to introduce you to the study of visual communication and help you become a more critical consumer of visual communication. Throughout the semester we will engage a variety of visuals, create a lexicon of terms to talk about visuals, and practice evaluating visual arguments. This is a writing intensive course.

STUDENT LEARNING OUTCOMES:  
Graduates of this course will be able to  
1) analyze critically and evaluate visual communication.  
2) prepare and present their own analysis of visual communication to an audience.  
3) construct extended written analysis of visual communication that explains pertinent contextual information and employs relevant scholarly literature to support their own claims.  
4) articulate constructive feedback on others writing.  
5) assess and revise their own writing based on feedback offered by others.

REQUIRED TEXTS:  
2) Additional course readings are available through links on the eCampus page for this course (ecampus.tamu.edu)

MY EXPECTATIONS OF YOU:  
1) Attendance is MANDATORY. I will pass around a roll sheet each day of class and you are responsible for signing the roll sheet. Unexcused absences may result in failing the course. 3 unexcused absences will result in a full letter grade penalty to your final grade. So someone who misses 3 classes will have their final grade lowered by one full letter grade. Someone who misses 6 classes will have their final grade lowered by two full letter grades, and so on. Please see the University policy for what constitutes an excused absence (http://student-rules.tamu.edu/rule07)

2) Plagiarism, the intentional or unintentional misrepresentation of someone else's work as your own, will not be tolerated. Anyone caught plagiarizing all or part of assignments will receive a severe penalty—at minimum a zero for the assignment if not failure of the course. If you are unsure what constitutes plagiarism, see me, check a writing handbook, or consult the Texas A&M University Honor Code. Remember: "An Aggie does not lie, cheat, or steal or tolerate those who do." For more information see aggiehonor.tamu.edu
AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Special Accommodations: If you require accommodation for a disability, please contact me so that we may make arrangements for you.

GRADES:
1) Exploratory Papers - 3 throughout the semester 3-5 pages each on an example of visual communication of your choice - each paper is worth 9% of your final grade (total is 27% of final grade).
2) Peer editing workshops for each exploratory paper – each workshop is worth 5% of your final grade (total is 15% of final grade)
3) Presentation - you will present one of the examples of visual communication from your exploratory papers to the class on “show and tell” days. You will sign up for your presentation at the beginning of the semester – worth 5% of your final grade
4) Topic proposal paper - 2-3 page paper describing your final paper project – not graded but required.
5) Presentation of final project – worth 5% of final grade.
6) Draft of final paper/Peer Editing Workshop – worth 6% of your final grade.
7) Final Project: 12-15 page research/analysis paper on an example of visual argument of your choice - worth 30% of final grade.
8) Close reading notes – you will write up notes (the form will be available on ecampus – these must be typed) on at least 15 readings we discuss in class (readings you can do CRN on are marked with a * in the course schedule) – worth 12% of final grade.

Your course grade will be determined by the weighted average of the grades on individual assignments. Each assignment will receive a letter grade, with a numerical equivalent as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
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</tbody>
</table>

So, for example, a student who receives a B on each exploratory paper, an A on the show and tell presentation, an A on the peer editing workshops, a B on the presentation of the final project, a B on the draft and peer editing of the final paper, a B on the final project, and a B on the close reading notes would have a course average of 3.2.

\[
3*.09+3*.09+3*.09+4*.05+4*.15+3*.05+3*.06+3*.30+3*.12
\]

To convert the course average into a course grade, the following scale will apply:

<table>
<thead>
<tr>
<th>Course Average</th>
<th>Course Grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.5 and up A
2.5 and up B
1.5 and up C
0.5 and up D
below 0.5 F

So, for example, a student with a course average of 3.2 would receive a course grade of B.

To calculate your own final grade use the following formula:

\[(\_\_\_x0.09)+(\_\_\_x0.09)+(\_\_\_x0.09)+(\_\_\_x0.05)+(\_\_\_x0.15)+(\_\_\_x0.05)+(\_\_\_x0.06) + (\_\_\_x0.30)+(\_\_\_x.12) = \_\_\_\_\_\]

Please note to receive a passing grade in this course you must complete all major assignments in the course. Failure to complete and/or earn a passing grade on a writing assignment will result in failure in the course, regardless of the grades earned on other assignments.

Your work in this class will be graded carefully and strictly. It is assumed that you are capable of writing mature, college-level essays. Plagiarism will not be tolerated. Your work will be graded according to the following scale:

A = Exceptionally Strong Work demonstrating 1) polished prose form – meaning both advanced academic writing and no grammar errors; 2) sophisticated intellectual content – meaning insightful analysis - not summary; 3) tight argumentative structure – meaning that you have offered a thesis (made an argument) and supported it with evidence.

B = solid, strong work that misses one category while still achieving excellence in two categories.

C = work that addresses the criteria of the assignment while exhibiting serious flaws in one or more categories.

D = work that is poorly written and is structurally flawed. Such work requires, at the very least, immediate office consultation with me.

Keep in mind that meeting the minimum requirements for an assignment constitutes the grade of a C. Work that goes beyond the requirements constitutes a B, and superior work constitutes an A.

IMPORTANT GRADING NOTE - grades reflect the quality of your work, not the amount of difficulty you experience in producing the work.

OFFICE HOURS: TBA
Do not let questions or confusion slide, office hours are a time to review assignments and readings, seek help, or talk about things you find interesting in the course. Use this resource to your advantage.
COURSE SCHEDULE: (changes to the schedule may be announced in class; you are responsible for all such announcements).

Week 1
Monday 8/31 Introduce course/How we see
Wednesday 9/2 What is visual communication and why are we studying it?
*Bruce Gronbeck, “Foreword: Visual Rhetorical Studies,” and *Olson, Finnegan, Hope “Visual Rhetoric in Communication,” in VR pages xxvii-xxvi and 1-14
Friday 9/4 Writer’s Workshop I
Writing and Reading in this course

Week 2
Monday 9/7 Performing and Seeing
VR pages 15-19
Wednesday 9/9 Performing and Seeing
Friday 9/11 Performing and Seeing

Week 3
Monday 9/14 Performing and Seeing
Wednesday 9/16 Performing and Seeing
Friday 9/18 Performing and Seeing

Week 4
Monday 9/21 Peer Editing Workshop
Draft of Exploratory Paper #1 due on ecampus by 10:10am
Wednesday 9/23 Remembering and Memorializing
VR pages 99-103
Friday 9/25 Show and Tell Presentations
Exploratory Paper #1 Due on ecampus by class time.

Week 5
Monday 9/28 Remembering and Memorializing
Wednesday 9/30 Remembering and Memorializing
Friday 10/2
Remembering and Memorializing


Friday 10/9
Confronting and Resisting


Week 6
Monday 10/5
Remembering and Memorializing

*Carole Blair and Neil Michel, “Reproducing Civil Rights Tactics: The Rhetorical Performances of the Civil Rights Memorial” in VR pages 139-155

Wednesday 10/7
Remembering and Memorializing

Bonfire Memorial, Texas A&M University

Friday 10/9
Confronting and Resisting

VR pages 199-203


Week 7
Monday 10/12
Confronting and Resisting

*Christine Harold and Kevin Michael DeLuca, “Behold the Corpse: Violent Images and the Case of Emmett Till,” in VR pages 257-272

Wednesday 10/14
Confronting and Resisting


Friday 10/16
Confronting and Resisting

*Margaret R. LaWare, “Encountering Visions of Aztlan: Arguments for Ethnic Pride, Community Activism, and Cultural Revitalization in Chicano Murals,” in VR pages 227-239

Week 8
Monday 10/19
Peer Editing Workshop #2

Draft of Exploratory Paper #2 due on ecampus by 10:10am

Wednesday 10/21
Confronting and Resisting


Friday 10/23
Show and Tell

Exploratory Paper #2 Due on ecampus by class time

Week 9
Monday 10/26
Governing and Authorizing

VR pages 327-331

Wednesday 10/28
Governing and Authorizing
*Dana Cloud, "To Veil the Threat of Terror: Afghan Women and the Clash of Civilizations in the Imagery of the US War on Terrorism," in VR 393-411.

Friday 10/30
Governing and Authorizing

Week 10
Monday 11/2
Governing and Authorizing
*Keith V. Erickson, “Presidential Rhetoric’s Visual Turn: Performance Fragments and the Politics of Illusion,” in VR pages 357-374

Wednesday 11/4
Governing and Authorizing
*Benjamin Franklin’s Pictorial Representations of the British Colonies in America: A Study in Rhetorical Iconology," in VR pages 333-355

Week 11
Monday 11/9
Governing and Authorizing

Wednesday 11/11
Governing and Authorizing

Friday 11/13
Commodifying and Consuming
VR pages 273-278

Semiotics

Week 12
Monday 11/16
Peer editing workshop #3
Draft of Exploratory Paper #3 due on ecampus by 10:10am

Wednesday 11/18
Commodifying and Consuming
“How Fake Images Change Our Memory," “Photoshop and Photography,” “Detecting a Photoshopped Image,” and “Sorting the Real Sandy Photographs”, all online

Friday 11/20
Show and Tell
Exploratory Paper #3 Due on ecampus by class time

Week 13
Monday 11/23
Information Graphics

Bring an information graphic to class

Wednesday 11/25
Thanksgiving Break

Friday 11/27
Thanksgiving Break
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 11/30</td>
<td>Final Project Presentations</td>
</tr>
<tr>
<td>Wednesday 12/2</td>
<td>Final Project Presentations</td>
</tr>
<tr>
<td>Friday 12/4</td>
<td>Final Project Presentations</td>
</tr>
<tr>
<td><strong>Redefined Week</strong></td>
<td><strong>Peer Editing Workshop</strong></td>
</tr>
<tr>
<td>Monday 12/7</td>
<td>Draft of final project due on ecampus by 10:10am</td>
</tr>
<tr>
<td>Wednesday 12/9</td>
<td>Meetings with me about final project</td>
</tr>
<tr>
<td><strong>Tuesday 12/15</strong></td>
<td><strong>Final Projects Due in my office Bolton Hall room 209E by noon</strong></td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Jennifer Mercieca, Department of Communication
    Nancy Street, Department of Communication
    J. Kevin Barge, Head, Department of Communication
    Steven Oberhelman, AOC Dean, Liberal Arts

DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 440

We recommend that COMM 440 Political Communication be certified as a writing (W) course for four academic years (9/16 to 9/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 5500
4. Instructor to student ratio for one section: 1:25

Students write a campaign analysis, a heroic analysis, a Veteran’s Day or other special occasion address, and a political communication lecture. Students get email feedback from the instructor at least once a week on each assignment and get written comments on all drafts. They are allowed to revise and resubmit work once it is graded. Students work on their writing in political consulting groups so that they also get regular feedback from peers. The instruction includes analysis of the rhetoric of sample texts and detailed instruction on each writing assignment.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

COMM 440 Political Communication

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000,

Instructor / Coordinator: Nancy J. Street
Printed name and signature

(Date)

Received: Valerie Balester
W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean: Dr. Steven Oberhelman
Printed name and signature

(Date)

Department Head: Dr. Kevin Barge
Printed name and signature

(Date)
COMM 440
Political Communication
Fall, 2014

Dr. Mercieca
Office: 102C Bolton Hall
Office Hours: Monday & Wednesday, 2:00-3:00, and by appointment
Email: mercieca@tamu.edu
Class Website: http://ecampus.tamu.edu

Course Description:
Rhetorical analysis of messages, media, and speakers in political campaigns, institutions and movements. We will examine issues relevant to the public sphere, citizenship, democracy, and public argument by focusing on political campaigns and political rhetoric. We will examine recent scholarship on media and politics, political participation, political campaign tactics and strategies, presidential rhetoric, and the history of active citizenship in America.

Student Learning Outcomes:
Students will
   Apply a thorough understanding of context, audience, and purpose that is responsive to the assignment.

   Discuss the course readings and participating in class activities students to gain experience with the theories and practices of American political communication.

   Demonstrate the critical and analytic tools necessary to participate in the political process

   Practice working as political campaign consultants and speech-writers.

Required Readings:


All other course materials are available as pdf files on eCampus. You will need the Adobe Acrobat Reader, which is available through any on-campus computer. We will discuss each reading in class on the day that it appears on the calendar.
Grading:
Your work in this class will be graded carefully and strictly. I assume that you are capable of writing mature, upper division-level essays. Plagiarism (including cutting and pasting from the internet without citing the original source) will not be tolerated. Because this is a writing intensive course, students cannot pass this course without passing the writing assignments. Your work will be graded according to the following scale:

Every paper you turn in will be graded according to the quality of your Prose, Intellectual Content, and Argument.

1) Prose: writing that shows both advanced academic writing and no grammatical errors.

2) Intellectual Content: insightful analysis, not mere summary.

3) Argument: you have made a clear argument and supported it with solid evidence.

A = Exceptionally Strong Work that demonstrates excellence in all three of the above categories.

B = solid, strong work that misses one category while still achieving excellence in two categories.

C = work that addresses the criteria of the assignment while exhibiting serious flaws in one or more categories.

D = work that is poorly written and is structurally flawed. Such work requires, at the very least, immediate office consultation with me.

Grading Scale (in points):
A = 89.51-100
B = 79.51-89.50
C = 69.51-79.50
D = 59.51-69.50
F = 59.50 and below

Assignments:
Historical Campaign Assignment (sign up for date) 5
Campaign Analysis Paper 20
Heroic Analysis Paper 20
Inaugural Address Paper 20
Political Consulting Group Work (various, in-class) 15
Political Communication Lectures 20

Total possible points = 100
Assignment Descriptions:

**Historical Campaign Assignment** (sign up for date): in class presentation in which you inform the class about a significant historical presidential campaign. Come prepared to discuss (bring a power point or other visual aid) with the class:
- Who were the candidates?
- What were the major issues of the campaign?
- Were there any noteworthy campaign controversies?
- Were there any major media or campaign innovations?
- Why is this campaign significant in American history?

**Campaign Analysis Paper** (due October 13): you will work with your Political Consulting Group to complete a campaign analysis/opposition research paper against Representative Bill Flores [(R)TX-17; http://flores.house.gov/] as if your client is one his challengers: Nick Haynes (D) or Shawn Michael Hamilton (L). Each group member will be responsible for one portion of the paper, but the group must work together to write a coherent analysis. Your group must peer review one another’s work. Your paper will include: media market description, Flores voting analysis, talking points, advertising/social media plan, get out the vote strategies, and campaign fundraising strategies. Your final analysis paper will be no less than six double spaced pages. (see Appendix A)

**Heroic Analysis Paper** (due November 3): according to Jeffery Alexander all political candidates present themselves to the American electorate as “the right hero for the moment” and political campaigns are extended persuasive efforts in which candidates name the problems facing the nation and argue that they are the only hero who can save the nation from its problems. You will choose one potential presidential candidate for 2016 (any eligible candidate from any party) and write a five double spaced page paper in which you describe how their campaign (speeches, website, commercials, etc.) names the nation’s “crisis” and presents their candidate as the “hero who can save America.” (see Appendix B)

**Inaugural Address Paper** (due: November 19): drawing from our in-class readings about Inaugural Addresses as well as your analysis of your preferred candidate’s rhetorical style and political positions, you will compose one five double spaced page Inaugural Address to be delivered by your candidate as s/he takes the oath of office on January 20, 2017. You may want to write an Inaugural Address for the same candidate as your “heroic analysis” paper. (see Appendix C)

**Political Consulting Group Work** — various in-class assignments that you’ll complete with your Political Consulting Group. Please bring your laptop with you to class to help you to do these assignments.

**Political Communication Lecture Assignment:** Attend four politics-related lectures or campaign speeches and write a 2-page, double spaced, reaction paper (one paper per lecture,
four total). Papers should summarize accurately the lecture or speech attended and pose an appropriate question that you might have asked to the speaker. I will share information on local politics-related lectures as it becomes available. Papers are due by December 3, 2014 via the eCampus turnitin link. (see Appendix D)

Course Policies:
Attendance:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Good citizenship:
1. You are in class on time every day
2. You are ready to discuss the day’s readings
3. You contribute to class discussions (not texting, chatting, etc.)

Special Accommodations:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity:
“An Aggie does not lie, cheat or steal or tolerate those who do.” For more information, see: aggiehonor.tamu.edu

Definitions of Academic Misconduct:
Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. Your work will be held to the highest standards.

Please see the University’s Aggie Honor System explanation for more information on cheating, fabrication, falsification, multiple submissions, and plagiarism: http://aggiehonor.tamu.edu/Student%20Rules/definitions.html.
<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>Historical Campaigns</th>
</tr>
</thead>
<tbody>
<tr>
<td>W September 3</td>
<td>Meet in Rudder Tower Exhibit Hall to attend campaign rally by Texas Senator Wendy Davis, Democratic candidate for Texas Governor 4:00-6:00 pm (not mandatory)</td>
<td>NONE</td>
</tr>
<tr>
<td>M September 22</td>
<td>Political Campaigns 2: <em>E lecting the President 2012, Online,</em> “Campaigns and the Press,” 48-80.</td>
<td>1824: John Quincy Adams v Andrew Jackson</td>
</tr>
<tr>
<td>M September 29</td>
<td>Political Campaigns 4: <em>New Media, New Forms of Campaigning, Online.</em></td>
<td>1840: William Henry Harrison v Martin Van Buren</td>
</tr>
<tr>
<td>W October 1</td>
<td>On Writing: <em>Discussion of Campaign Analysis Paper</em> &amp; group work.</td>
<td>1860: Abraham Lincoln v Stephen Douglas</td>
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<td>M October 6</td>
<td>Political Heroes 1: “Fame and the Founding Fathers,” <em>Online,</em> 3-36</td>
<td>1868: Ulysses S. Grant v Horatio Seymour</td>
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<td>W October 8</td>
<td>Political Heroes 2: “The Image of the Political Candidate,” 55-66,</td>
<td>1872 Ulysses S. Grant v Greeley, Hendricks, Brown</td>
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<td>Online.</td>
<td>&amp; Jenkins</td>
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<tr>
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<tr>
<td>M October 13</td>
<td>Political Heroes 3: “Performance of Politics,” <strong>Online</strong>, 7-38 and 63-87 (all in one file online)</td>
<td>1876: Rutherford B. Hayes v Samuel Tilden</td>
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<tr>
<td>W October 15</td>
<td>Political Heroes 4: “The Rhetoric of Heroic Expectations,” <strong>Online</strong>, 1-29</td>
<td>1892: Grover Cleveland v Benjamin Harrison</td>
</tr>
<tr>
<td>M October 20</td>
<td>Presidential Rhetoric 1: <em>Political Speeches &amp; Discussion of Heroic Analysis Paper</em></td>
<td>1904: Theodore Roosevelt v Alton Parker</td>
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<td>M November 17</td>
<td><em>Founding Fictions</em>: Introduction</td>
<td>1972: Richard Nixon v George McGovern</td>
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<td>M December 1</td>
<td><em>Founding Fictions:</em> Citizens as Reified Romantic Heroes</td>
<td>2000: George W. Bush v Albert Gore</td>
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<tr>
<td>W December 3</td>
<td><em>Political Communication Lecture Papers DUE</em></td>
<td>2008: Barack Obama v John McCain</td>
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<tr>
<td></td>
<td><em>Founding Fictions:</em> Citizens as Ironic Partisans &amp; Conclusion</td>
<td></td>
</tr>
<tr>
<td>M December 15</td>
<td>FINAL EXAM</td>
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Appendix A

Campaign Analysis Paper

Due: October 13, 2014 (submit via turnitin link before class begins)

You will work with your Political Consulting Group to complete a campaign analysis/opposition research paper against Representative Bill Flores [(R)TX-17; http://flores.house.gov/)] as if your client is one his challengers: Nick Haynes (D) or Shawn Michael Hamilton (L). Each group member will be responsible for their own individual sections the paper, but the group must work together to write a coherent analysis. Each person’s contribution should be clearly marked (with a table of contents listing each person’s section); you will be graded separately, not as a group. Your group should only submit ONE paper. Your final analysis paper will be no less than six double spaced pages (it can be longer if necessary). Your paper should be presentation ready, meaning that if this was your political consulting group, then this paper would be how you would earn clients. Therefore, spelling, grammar, and punctuation rules will be strictly applied. You will need to consult many sources to complete this assignment, make sure that you include a bibliography. Write it in “executive summary” style and make sure that you use your political consulting group as the “voice” (i.e. Team Consulting recommends, Air Force One Consulting argues, The Republic Consulting would suggest, The Party Consulting’s analysis).

Your task is to research the incumbent’s political record to identify potential weaknesses of the incumbent (Bill Flores) and suggest how those weaknesses might be exploited by a challenger. Once you’ve identified your opponent’s weaknesses, then you will proceed to advise your client (Nick Haynes (D) or Shawn Michael Hamilton (L)) on which of the available paid media options can best be utilized by your candidate’s campaign to reach key voters with selected messages. You will suggest ways for your candidate to earn free media attention from news organizations serving the district.
Your paper will include:

1. District & media market description. Describe both the Congressional District and the media markets that cover the district. What are the major industries or agricultural concerns represented in the district? What are the important demographic characteristics of the district? (race, age of population, poverty level, unemployment level, average income, average home price, voter turnout, etc.). Present a brief overview of the available television, cable, radio, and print media of the district. Describe the audience for these media outlets. Which media have the largest audience? What does it cost to advertise with each media outlet?

2. Flores voting analysis. This section should include a brief biography about Bill Flores as well as his current assignments in Congress, and should also note if there are any weaknesses in his voting record that can be exploited by his challenger. Are the incumbent’s committee assignments appropriate given the profile of the district? Has the incumbent sponsored any legislation (has it passed)? What ratings has the incumbent received from relevant interest groups? What special interests provide the bulk of the incumbent’s campaign finances? Are there any corporate or individual contributions whose association with the incumbent’s campaign might be controversial? How much of the incumbent’s campaign money comes from within the state or district?

3. Campaign talking points. This section should include your Political Consulting Group’s recommendations for your client’s campaign theme and the major issues that you think the campaign should focus on to get your candidate elected. What is your candidate’s message to the electorate? You’ll have to learn a bit about your candidate (Nick Haynes (D) or Shawn Michael Hamilton (L)) to make sure that what you’ve come up with matches his positions and interests.

4. Paid advertising/free media/social media plan. How will you implement your campaign’s talking points? What will be your ad buy? Given budgetary constraints, which media outlets will best serve your client? What are your free media strategies? What are your social media strategies? What will your candidate’s website look like? How will it function?

5. Get out the vote strategies. How do you plan to make sure that enough of your candidate’s supporters go to vote on election day?

6. Campaign fundraising strategies. How do you plan to raise enough money for your candidate to do all that you recommend in this report? How much money do you estimate that they will need to raise? How can this money be raised?
Appendix B

Heroic Analysis Paper

Due: November 3, 2014 (submit via turnitin link before class begins)

According to Jeffery Alexander all political candidates present themselves to the American electorate as “the right hero for the moment” and political campaigns are extended persuasive efforts in which candidates name the problems facing the nation and argue that they are the only hero who can save the nation from its problems. You will choose one potential presidential candidate for 2016 (any eligible candidate from any party) and write a five page double spaced paper in which you describe how their campaign (speeches, website, commercials, etc.) names the nation’s “crisis” and presents their candidate as the “hero who can save America.”

Your paper should include a works cited or bibliography page in Chicago Style 16th Ed (http://www.chicagomanualofstyle.org/tools_citationguide.html), be well written, and draw from primary source material (primary source materials are those produced by the candidate’s campaign or news sources). In other words, as you answer the questions below, make sure that you include primary source material (quotations); “show your reader, do not tell your reader.” This paper requires both description and analysis.

1. How does your candidate describe the nation’s “crisis”? Does this make sense with what is going on in America right now? Will this crisis continue until November, 2016? In other words, is this really the crisis Americans think is facing the nation today or does the candidate have to convince Americans that this is, indeed, the main crisis right now?

2. How does your candidate present him or herself as a hero? How does their heroic image fit their background, experiences, record? Are they credible as a hero? Are they the right hero for the moment? Why or why not? Is there a danger of their hero narrative being threatened by hubris?

3. Assess the fit between what your candidate claims is the nation’s crisis, how they portray themselves as a hero, and the nation’s expectations about the problems that it faces. If elected, can your candidate credibly unite the nation? Can your candidate reach mythic status? Why or why not?
Appendix C

Inaugural Address Paper

DUE: November 19, 2014 (submit via turnitin link before class begins)

Drawing from our in-class readings about Inaugural Addresses, previous Inaugural Addresses, as well as your analysis of your preferred candidate’s rhetorical style and political positions, you will compose one five page, double spaced Inaugural Address to be delivered by your candidate as s/he takes the oath of office on January 20, 2017. You may want to write an Inaugural Address for the same candidate as your “heroic analysis” paper. Success in this assignment will require that you understand the generic constraints of Inaugural Addresses (as described by Campbell and Jamieson) and that you can adapt your candidate’s positions and rhetorical style to conform to those constraints. Your speech should be written in the “voice” of your candidate.

Your speech should: (see Campbell and Jamieson pp. 32-46)

1. Constitute the people
2. Rehearse communal values
3. Set forth your candidate’s political principles
4. Demonstrate that your candidate understands the requirements and limitations of power

You might consider reading the “great” Inaugural Addresses of previous presidents for inspiration; you might also consider reading the Inaugural Addresses of the previous presidents who you know that your candidate admires. Remember that presidents often refer to other Inaugural Addresses, from poems, and quote other important people in their addresses.

Your paper should be 4-6 pages in length, well written, and include a works consulted page in Chicago Style (not necessarily works cited in your speech, but the materials you consulted in crafting your speech).

Appendix D

Political Communication Lecture Papers

DUE: December 3, 2014 (Can be turned in early, but due by December 3. Submit via turnitin link before class begins)

Over the course of the semester you will attend four different political communication lectures or political campaign speeches and write up a two-page response paper about each. Each
response paper is worth 5 points, 20 points total. In your paper you should summarize the main points of the lecture or speech and contribute one question that you would like to have the speaker answer.

I will update you as much as possible on events suitable for your assignment, but you will have to be on the lookout for events yourself as well. Lectures presented by the MSC or the Bush Library often fit this assignment.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: J. Kevin Barge, Head, Department of Communication
     Nancy Street, Department of Communication
     Steven Oberhelman, AOC Dean, Liberal Arts
DATE: November 4, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 447

We recommend that COMM 447 Communication, Group Processes and Collaboration be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 41%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:25

Students write a descriptive analysis of group collaboration and a final research paper. In-class draft workshops are held for both assignments, and the instructor provides written comments on the rough draft of the final paper. Instruction occurs through modeling and reflective discussion on published articles for the structure and form of writing in the discipline.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):
COMM 447 Communication, Group Processes, & Collaboration

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor/Coordinator: Nancy J. Street Nancy J. Street 9-27-15
   Printed name and signature (Date)

Received: Valerie Balester 9/1/15
   W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Dr. Steven Oberhelman 9/30/15
   Printed name and signature (Date)

Department Head: Dr. Kevin Barge 9/28/15
   Printed name and signature (Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
COMM 447—Communication, Group Processes, and Collaboration

Professor: J. Kevin Barge
Office: 102 Bolton
Office phone: (979) 845-5500
Email: kbarge@tamu.edu
Office hours: 11:00-12:00/1:00-2:00 TTH and by appointment

COURSE READINGS:


Additional course readings are on e-campus.

NOTE: Both books may be purchased through any number of on-line booksellers.

COURSE DESCRIPTION:

COMM 447—Communication Group Processes, and Collaboration
Communication process in teamwork including collaboration in dyads, teams, and group processes. Prerequisite: Junior or Senior classification

LEARNING OBJECTIVES:

1. Explain the qualities of high-performing teams and excellent group collaborations.
2. Develop and apply strategies for creating and sustaining constructive working relationships in high performing teams.
3. Propose strategies and methods that facilitate high-performing teams think creatively and analytically when making decisions and solving problems.
4. Design group structures such as meeting procedures to foster collaboration within high-performing teams.

TEACHING PHILOSOPHY:

One of the exciting aspects of communication studies is that it can blend the theoretical richness of research with practical strategies for living a good life. Simply, communicating is a practical art that can be learned in a variety of ways including skill-building exercises as well as learning and understanding the variety of theories that have been offered to account for conflict communication. My promise to you is to come as
prepared as possible for each class and to balance the importance of covering theoretical material along with teasing out the practical tips and strategies for how you can work with conflict in productive ways. In return, I expect you to come prepared to explore how the issues and concerns in the readings can be applied in practical ways to your everyday life. By prepared, I mean that you come to class with the reading assignment for the day completed and that you bring your books to each class session. When I mean that you have read the material, this means that you ought to be prepared to discuss it, clarify key concepts of the readings, and be ready to provide examples of how the readings may relate to your own life experience. Certainly, there will be readings that you may find difficult and don't feel you understand. In those circumstances, you can prepare by making a list of questions that you would like answers to. Such questions can help us focus our discussion and more richly engage with the material. The bottom line is that a successful class does not depend on what I do as an instructor or what You do as a student; it depends on what WE do together to enter into a meaningful dialogue about the subject.

POLICIES AND PROCEDURES:

1. **Attendance, Absences, and Participation.** Attendance in this course is vital. MORE THAN THREE UNEXCUSED ABSENCES WILL RESULT IN LOWERING YOUR GRADE ONE LETTER IN THIS COURSE. There is a strong correlation between class attendance and the quality of performance in role plays, simulations, class discussions, as well as performance on exams and written assignments. Since a number of class assignments and activities require your presence, frequent absences in this course will influence your grade. You are responsible for the content and lecture material, for special instructions and class assignments covered on any day that you miss. Arriving more than 10 minutes late or leaving more than 10 minutes early constitutes an absence. University excused absences are those defined in the Student Handbook and must be approved by the instructor. University excused absences must be documented upon your return to class.

   Make-up work is NOT available for anyone without satisfactory documentation or a University excused absence. [http://student-rules.tamu.edu/rule 07](http://student-rules.tamu.edu/rule 07)

   Make-up exams for students with University excused absences [http://student-rules.tamu.edu/rule-7](http://student-rules.tamu.edu/rule-7) documented to the satisfaction of the instructor will be held on Wednesday mornings at 9:00 a.m. The exception to this time shall be for students who are enrolled in a TAMU academic course at 9:00 a.m. In those cases, an alternate time on Wednesdays will be designated by the Undergraduate Office.
2. **Class Exercises.** A number of role-playing exercises, simulations, and cases are used in this course. For the purposes of this course, you should treat behavior in the simulations and role playing exercises as genuine. Although the stakes may be different outside of class, the interactions are often similar to situations that occur in the workplace.

3. **Assignments.** Readings are assigned to coincide with lecture topics and class activities. I strongly urge you to keep up with the reading. Knowledge of the material when it is assigned will enhance your ability to participant in the class and to perform on exams. This course covers a large amount of material and the amount of material assigned for each test merits regular reading and keeping up with assignments.

4. **Deadlines.** Assignments are due on the date specified in class. Exams should be taken on the date assigned. Make-up exams will be given only in extreme circumstances and with University excused absences.

5. **Grade Concerns.** On receiving a graded test or paper, you have one week from the day that the assignment is turned back to argue for a grade change. Following that one-week period, your grade on the particular assignment is not negotiable. After that one week, we may talk about the assignment, and I will offer suggestions and assistance if needed, but the grade will stand.

6. **Classroom Discussion Environment.** Learning takes place best when a safe environment is established in the classroom. Disagreements in the spirit of critical academic exchange are welcomed, but class members should be respectful of all points of view. Derogatory comments about race, ethnicity, class, gender, sexual orientation, religion, and nationality are not respectful of others.

7. **Cheating, Plagiarism, and Scholastic Dishonesty.** Cheating, plagiarism, and scholastic dishonesty will not be tolerated in this course. Plagiarism consists of passing off one’s own ideas, words, writings, etc. which belongs to another person. Based on this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. You commit plagiarism if you copy verbatim from a book, published article, or web site without proper quotations and citations. Cheating and plagiarism result in severe penalties. If you have any questions regarding scholastic dishonesty, please consult the latest issue of the Texas A&M University Student Rules, under the section, “Scholastic Dishonesty,” the Aggie Honor Code; or the Honor Council Rules and Procedures (http://aggiehonor.tamu.edu). All students should uphold the Academic Integrity Statement: “An Aggie does not lie, cheat, or steal or tolerate those who do.”
8. **Americans Disabilities Act.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in Cain Hall, Room B118, or call 845-1637. Then contact me as soon as possible so we can make arrangements. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

9. **“W” Course Credit.** COMM 447 is listed as an official “W” course. COMM 447 has been screened and approved to fulfill this “W” requirement. As a result, length of papers and some of the writing requirements are linked to this requirement. Students who would like assistance can contact the TAMU University Writing Center, 214 Evans Library, 458-1455. You can also check the web site for the University Writing Center-- [http://uwc.tamu.edu](http://uwc.tamu.edu) for more information.

10. **Honors Contracts.** Honors students can take this course for honors credit with the completion and approval of an honors contract. Honors students will be assigned a special writing project that extends ideas from the class, but is not included as an assignment in the course. Please see me if you would like to develop an honors contract.

12. **Fun.** It is mandatory that you have fun. (Just kidding!!). Seriously, if you have any questions at all regarding the class or just want to drop by and have a cup of coffee, please drop by the office any time!

**COURSE REQUIREMENTS:**

1. **Examinations:** Two exams will be given during the semester. The examination format is a combination of essay and objective questions. The exams are non-cumulative—although some general knowledge of collaboration processes carries into all exams. In addition to recall material, questions on exams will ask you to apply course concepts to situations and cases. Test questions will be drawn from material covered in class, reading material, cases, and exercises. You should take notes in class and notes from your book to prepare for the exams.

2. **Papers:** There are three assigned papers for this class. The first paper is a short analysis of the Mt. Everest climbing disaster (5-7 pages). The purpose of this paper is to provide a baseline for your thinking regarding what factors create successful collaborations. The second paper is a major analysis of the Mt. Everest case study using communication theory (15-20 pages). A complete rough draft will be due in early November including references. Feedback will be given and the final revised paper is due the last day of class.
3. **Reading Questions**: Typed responses to two short sets of Reading Questions will be turned in at the beginning of the class period. These two sets of Reading Questions will be due the last two weeks of class and will be graded Pass/Fail. Failure to turn in the Reading Questions as the beginning of the class will result in a 3-point deduction off your final point total.

**FINAL GRADE POLICY**:  
This course will be graded on a standard scale (A=90%, B=80%, etc.). Although I assign grades on each assignment, I compute an overall score from the points on your five assignments.

Grades will be based on the following point distribution:

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<td>Paper #2 rough draft</td>
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Tentative Course Schedule
(NOTE: Tentative Schedule based on a Tuesday/Thursday schedule)

Week #1
Session #1: Introduction to course
Course overview
**Paper #1 Assigned**

Session #2: What is a team? What is the connection between teams and collaboration?


Week #2
Session #1: What is collaboration?

**Draft 1 due. Workshop draft**

Session #2: **Paper #1 Due/Paper #2 Assigned**

Week #3
Session #1: How can we model effective teamwork? What is the role of member competence in creating effective teamwork?

Read: LaFasto & Larson, Ch. 1

Session #2: What makes for good team relationships?


Week #4
Session #1: How do teams sustain group consciousness and identity?


Session #2: How do teams develop over time?

Week #5  Session #1: Team development contd./Review for Examination


Session #2: First Examination

Week #6  Session #1: What fosters high-performing teams? Apollo 13 Case Study


Session #2: What fosters high-performing teams? (Apollo 13)

Week #7  Session #1: Class debrief on Apollo 13 Case Study

Session #2: How is power managed in groups?


Week #8  Session #1: How do groups make decisions and solve problems?

Read: LaFasto & Larson, Ch. 3

Session #2: Decision making contd.


Week #9  Session #1: How can group meetings be designed for effective decision making?

Session #2: Procedures contd.

Week #10

Session #1: How can appreciation and dialogue foster collaboration?

*Paper #2 Rough Draft Due*


**Draft Workshop**

Session #2: Appreciation contd.

Week #11

Session #1: How can we foster creativity?


Session #2: Creativity contd.

Week #12

Session #1: Creativity contd./Review for examination

Session #2: Second Examination

Week #13

Session #1: Return Second Examination/Paper session

Session #2: What is team leadership?

**Reading Questions #1 due**


Week #14

Session #1: Team leadership contd.

**Reading Questions #2 due**


Session #2: *Final Papers Due in Class*
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Traci Hong, Department of Communication
     Nancy Street, Department of Communication
     J. Kevin Barge, Head, Department of Communication
     Steven Oberhelman, AOC Dean, Liberal Arts

DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 450

We recommend that COMM 450 Media Campaigns be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

Students write a research paper and receive written comments from the instructor on a draft. Instruction consists of detailed guidelines for writing that are discussed in class, lecture on expectations and writing effectiveness, and a tutorial on using library resources.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
(enter prefix, number, and complete course title):

COMM 450 Media Campaigns

2. Have this form signed by both the department head and the college dean. Provide a copy of the
syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Nancy J. Street
Printed name and signature

(Date)

Received: Valerie Balester
W and C Course Coordinator, University Writing Center

(Date)

Approvals:

College Dean: Dr. Steven Oberhelman
Printed name and signature

(Date)

Department Head: Dr. Kevin Barge
Printed name and signature

(Date)
MEDIA CAMPAIGNS
COMM 450

Professor: Traci Hong, Ph.D. Class Time:
Office: Skype (traci.hong)/ Telephone Meeting Room:
E-mail: hong@tamu.edu
Office Hours: Tuesday/Thursday 11-12 and by appointment via telephone or Skype (traci.hong)

Course Description
Principles of designing media campaigns as applied to commercial advertising, political advertising and health campaigns; processes that drive the planning and execution of these campaigns. Prerequisite: Any lower-division communication course, or junior classification, or approval of instructor.

This course involves the principles of designing media campaigns and advertising as applied to health, crime, and the environment—as well as processes that drive the planning and execution of these campaigns. This course begins with a review of campaign, marketing and advertising basics, including goals, theory, persuasive elements, design, and implementation. It follows with an exploration of media campaigns and advertising in different domains, including health, politics, the environment, and crime.

Student Learning Outcomes:
1) Investigate the history of media campaigns
2) Identify the theoretical frameworks and persuasive elements of media campaigns
3) Recognize how media campaigns function in different topic domains
4) Critique media campaigns in different topic domains
5) Demonstrate effective spoken and written communication

Required Readings
• Readings for this course are posted on eCampus

Academic Integrity
The Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Texas A&M University encourages academic integrity and strictly enforces policies against any form of scholastic dishonesty. For more information, please review the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy Statement
The Professor will make special arrangements for students with disabilities. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
eCampus Policy
It is the responsibility of students to access the course page on eCampus regularly. eCampus, which can be found at http://ecampus.tamu.edu/, serves as a means for the Professor to post information for students, including the syllabus, grades, and alterations in the schedule.

Course Grading Scale

<table>
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Overview of Assignments

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</tr>
<tr>
<td>Exam 2</td>
<td>20</td>
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<tr>
<td>Term Paper</td>
<td>35</td>
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<tr>
<td>Weekly Responses</td>
<td>12</td>
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Online Presentation
A critical part of learning is the application of ideas, theories and topics discussed in class and in course readings. To this end, each student will make an online presentation (i.e., videotaped and posted online for classmates and professor to view). The presentation will be based on the analysis of 5 media campaigns of the student’s choice. The media campaigns will be PSAs based on one of the following topics: health, crime, or the environment.

Students should do the following:
1) Sign-up for a campaign topic area (e.g., health, crime, environment). The topics and dates are in the class schedule
2) Select 5 PSAs (30 second spots) that are within the selected topic area.
3) Create a 10 minute video-based presentation that includes campaign on the topic area by utilizing any of the concepts/theories covered in class
4) In the presentation, explain how the media campaigns utilized the relevant concepts/theories in designing the campaign
5) Post the presentation on YouTube and send the link to the Professor

The presentation must include the student’s own voice in the analysis. It is up to the students if they want to videotape just the PowerPoint presentation or the PowerPoint and their own image.

Grading will also be based on 1) the quality of the media spots selected; and 2) the clarity and thoroughness of explanation of how concepts/theories operate in the media spot; 3) organization of the presentation. Grading will be rewarded for creativity.

A presentation that is late up to 24 hours will be marked down 10%. Grades will be marked down an additional 10% for each additional day late (including weekends).
Presentations are due (links should be uploaded on YouTube and link emailed to professor should by 5PM):
- Health 1: October 26
- Health 2: November 2
- Environment: November 9
- Crime: November 16

Examinations
There are two examinations (see dates on Tentative Course Schedule). The exams will cover materials from course lectures, course discussions, and course readings. Exams are administered online. There will be no makeup exams—except under extenuating circumstances (e.g., medical emergency), which must be properly documented. Please see Student Rules, Section 7.1, for a list of approved absences, required documentation, and time limits.

Exams are timed (60 minutes maximum time), the order of the test questions randomized, and students must answer the questions in the order that they appear in order to proceed with exam. Exams are administered through eCampus. On the assigned Exam date (see tentative schedule), students may take the exam anytime between 6 A.M. and 9 A.M. Please note that the exam is timed so students have only 60 minutes to complete the exam.

Term Paper
The media campaign research paper assignment is designed to give students the opportunity to explain and critique existing media campaigns. Students will sign up for specific campaign. No more than one student can focus on a specific media campaign.

Students will select a video-based media campaign spot. The paper will entail analysis and critique of the media campaign spot. There are myriad potential such media campaigns, including those pertinent to health issues (e.g., healthy diet and physical activity, stress and depression, tobacco use prevention), the environment (e.g., anti-pollution), crime, and politics (e.g., a candidate for a certain office, a pertinent social issue). The Professor MUST approve of the selected media campaign prior.

The paper should be exactly 8 pages long (plus reference list), 12 size font, double-spaced, using APA style. Please do NOT use direct quotations. Instead, paraphrase the information and cite it properly. All “borrowed” ideas and information must be cited in the text of the paper, with the proper citation in the reference section.

Students are required to turn in a first draft AND a final draft. Due dates for both are indicated on the Tentative Course Schedule. Students will receive feedback from the Professor on the first draft. The assignment grade is based on the final draft. Additionally, if either draft of the paper is turned in late, the final grade on the paper assignment will be decreased by 10% for each day a draft is late. Thus, it is critical that students turn in both drafts of the paper on the assigned dates. The papers are due by 5PM on the indicated due date (see Tentative Course Schedule). A paper that is late up to 24 hours will be marked down 10%. Grades will be marked down an additional 10% for each additional day late. This policy, as noted above, holds true for both the first draft and the second draft.
Detailed guidelines for the term paper will be distributed and discussed in class. Students must pass the written portion of this class in order to earn a passing course grade. *All drafts and the final version of the paper are due by 5PM on the designated due date.*

**Weekly Responses**
Each week, students will write a short weekly response on the corresponding week’s lecture. Students should complete the reading, view the online lecture, and then answer the questions posted for the week. The weekly responses should be **between ½ and 1 page in length, single space.**

**Weekly Responses are due by 5PM on the Friday** for the corresponding week.

Grading will be based on:
- Integration of relevant content/concept from the corresponding lecture and readings
- Demonstration of mastery of content
- Contribution of relevant and insightful observation to the discussion
- Clarity of prose

Grading scale for this assignment is based on:
- 100% - Exceptional
- 90% - Very good to adequate
- 0% - Below Adequate

**NO LATE ASSIGNMENTS WILL BE ACCEPTED** without documentation of a university excused absence. Please see Student Rule 7. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

All late assignment will be given a “0.” Score. Assignments are deemed late if they past the 5PM deadline.

<table>
<thead>
<tr>
<th>Tentative Course Schedule</th>
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<tbody>
<tr>
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<tr>
<td><strong>Topic</strong></td>
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<tr>
<td>Review syllabus; Communication Campaigns</td>
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<tr>
<td>Media Effects</td>
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<td><strong>Week 2 7-Sep</strong></td>
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<tr>
<td>Media Effects</td>
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<td>McGuire Matrix: Audience, Channel, Destination</td>
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<tr>
<td><strong>Week 3 14-Sep</strong></td>
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<tr>
<td>McGuire Matrix: Source</td>
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<td>Library Instructions</td>
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<td><strong>Week 4 21-Sep</strong></td>
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<tr>
<td>Message Processing: Message factors, Self-Efficacy</td>
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<td>Message Processing: Fear Appeals</td>
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TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Randy Klauer, Department of Communication
Nancy Street, Department of Communication
J. Kevin Barge, Head, Department of Communication
Steven Oberhelman, AOC Dean, Liberal Arts

DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM/JOUR 458

We recommend that COMM/JOUR 458 Global Media be certified as a writing (W) course for four academic years (9/15 to 9/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:25

Students write a research paper. They also write three assessments of their peers’ work, which are graded and serve as a means for formative feedback. The research paper introduces students to a vital research tool in Communication, the Media Monitoring System. Writing instruction includes discussion about essay structure, use of evidence and data, and drawing appropriate conclusions for academic research writing. Extra credit opportunities are also designed to give students extra writing practice.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   JOUR 458 Global Media

2. Have this form signed by both the department head and the college dean. Provide a copy of the
   syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Nancy J. Street
Printed name and signature
(Ndate)
Received: Valerie Balester
W and C Course Coordinator, University Writing Center
(Date)

Approvals:
College Dean: Dean Steve Oberhelman
Printed name and signature
(Date)
Department Head: Mr. Dale Rice
Printed name and signature
(Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
COMM/JOUR 458 Global
Media Fall, 2014
Dr. Randy Kluver

**Course Meeting Time:**
Tuesday and Thursday, 2:20-3:35, Bolton 019

**Contact Information**
Dr. Randy Kluver. Bolton Hall, 209D. Email: rkluver@tamu.edu.
Office hours: I am on campus every day, but normally spend the mornings in the Global Program Support office, Bizzell Hall West 260. The phone number is 845-3099.

My office hours in Bolton Hall 209D are from 1-5 on Mondays, or by appointment. However, I am normally in the office every afternoon, from 1-5:30 (except during class). If you would like to meet with me, you can normally find me in one of these two places, but your best bet is to email me and set up a time to meet.

**Course Description:** Study of globalization through media ownership; content, flow, cultural values, political power and technological impact; implications of globalization for local economies and audiences. **Prerequisite:** Any lower-division communication course, or junior classification, or approval of instructor.

This course is designed to provide students with critical perspectives on contemporary global media, including the key global media players, the role of media in globalization, transnational cultural flows, and the key political and geopolitical implications of global media. This course investigates the implication of globalization on local and regional media industries, audiences, and multicultural societies. Lectures, readings, case studies, and discussion will help students understand how history, industrialization, economics, and culture interact with contemporary international communication systems.

**Course Goals:**
- To explore how media markets, industries, and cultural products contribute to this process of globalization
- To examine different international media systems (such as the Arab world, Asia, Europe, Latin America, Africa and the U.S.) and to compare their respective influence and roles
- To investigate the role and influence of key organizations and multination corporations involved in the production and oversight of global media

**Student Learning Objectives:**
- Reflect critically on the importance of media in the process of globalization
- Identify and discuss key issues in global media
- Analyze the interrelationship between global and local culture, and articulate the tensions that arise between different local/regional media systems' forces of globalization in discussions and writing assignments.
- Explain the role of global media in shaping economic, cultural, and geopolitical trends in the world.
- Construct an independent research paper on global media.
Structure of the course (subject to revision):

*Grades:*
In-class Participation: 5%
Research presentation: 5%
Peer Assessment: 10%
Research participation (not your project): 10%
Final Exam+: 10%
Mid-term exam: 20%
Research Paper: 30%

*Note: a portion of the course grade is based on writing quality. We will discuss this extensively in course.*

+The final exam might be cancelled, depending on the course scheduling issues. If it is, all students will receive a 95% for that requirement.

*Class participation:*
Credit for participation will be assigned on the basis of attendance, in-class assignments and in-class participation (speaking about the readings, asking questions, generating debate). It is your responsibility to come to class each day having read the assigned readings and prepared to ask and answer questions.
You will also have several simple tasks to do in the MMS system. The timeliness and thoroughness of these tasks will also contribute to your participation grade.

*Research participation*
There will be opportunities to contribute to ongoing research that have a larger purpose, but also will help you learn about research and methodologies. I will assign you some tasks for this purpose, and give you direction on how to accomplish. This will serve as a learning tool, in order to help you design your own studies.

*Exams:*
All exams will address the material we covered in class up to that point. More details will be given in class. We might cancel the final exam, if it isn’t needed (ie, we have covered all reading and lectures prior to the mid-term.

*Research Paper and Presentation*
You will write a research paper examining some component of global media, using the Media Monitoring System at Texas A&M. We will discuss this project extensively.
This paper will include four parts:
- **Introduction:** a brief introduction of your specific research question and how your case study will help explore and answer this question.
- **Literature Review:** a written narrative reviewing a number of relevant scholarly sources (academic articles, books-Wikipedia DOES NOT COUNT) that you have used to help address your research question. This will involve a brief summary of each source
(2-4 sentences) highlighting how it informed your thinking about your questions, followed by a summary section, which highlights the common themes and findings of previous research on this question.

- **Method:** an explanation of how you found and analyzed your data. You will draw your data from one of the media sources available through mms.tamu.edu, but you have a variety of options as to how you examine it (more on this later). Your description of this example should lead to reflection on how your analysis complements or challenges previous research on your question and what answer it reveals.

- **Reflection/Conclusion:** should summarize what your research demonstrates about the function and understanding of global media and globalization. The paper should be approximately 4-5000 words. More details will be given in class.

PLEASE NOTE: All written assignments must be word-processed and proofread for spelling and grammatical errors. All citations and bibliographies must be in APA format (see: http://owl.english.purdue.edu/owl/resource/560/01/), with 11 pt font, one-inch margins and double spaced. Late papers will be accepted with a loss of one letter grade per day (24 hour period).

You will also make an in-class presentation on your research project with a separate grade.

**Peer Assessment:**
At several points during the semester, you will be asked to comment and provide helpful and critical feedback to your peers in their projects. I will review your feedback, and you will be assigned a grade based on the quality of your assessment and your feedback to your peer.

**Extra Credit opportunities**
As this is a W course, I want for you to engage with global media and experiences as much as possible. Throughout the semester, there will be various opportunities to participate in various activities that will take about 2-3 hours, and write a short summary of the event, the media type, and reflect on that using the frameworks from this class. These might include film presentations, lectures, participatory events, or other. In all cases, you will need to write a 500 (approximate) word summary of the event, what you learn about media (or the globe) of the event, and how you might integrate this event into the learning objectives for the course. You can do this up to 2 times, and each time, you will add up to (not guaranteed) 5 points added to another grade. So, for example, if you get an 80 on your midterm (or whatever), and do two of these events and get full credit, your midterm grade would be 90, if that is where you want to assign the credit. Unless I hear otherwise from you, I will apply the extra credit to your midterm grade.

NOTE: You must confirm with me prior to the event that it will count. Don’t assume it will if you haven’t cleared it with me.

**Course Policies:**
**Academic Integrity:** I am committed to the highest standards of ethical conduct and academic excellence. If you have questions about what this means, please refer to the Aggie Honor code: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

> “An Aggie does not lie, cheat or steal or tolerate those who do.”

**Attendance:** You are expected to attend each class period. University excused absences must be documented upon your return to class. For each unexcused absence, your class participation grade will be reduced by five (5) points.

If you are more than 15 minutes late to class or leave class more than 15 minutes early, you will not be counted present. And, if you are consistently late to class, you will need to meet with me to discuss reasons for your tardiness. Multiple instances of tardiness will be counted as unexcused absences.

Excused Absences: If you missed class due to a university excused absence, you MUST bring an appropriate documentation upon returning to the next class meeting.

Make Up Exams: Make-up exams for students with University excused absences [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) documented to the satisfaction of the instructor will be held on Wednesday mornings at 9:00 a.m in the Undergraduate Advising Office of the Department of Communication, 107A Bolton Hall. The exception to this time shall be for students who are enrolled in a TAMU academic course at 9:00 a.m. In those cases, an alternate time on Wednesdays will be designated by the Undergraduate Advising Office.

Late work: You are responsible for knowing the due dates of assignments and your presentation day. I will not be able to accept late assignments unless you have a university excused absence.

**SPECIAL ACCOMMODATIONS:**
If you require accommodation for a disability, please contact me during the first week of class so that I may make arrangements for you.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Required Texts and Readings:**
All of our readings will be made available to you online via the course website, which is at ecampus.tamu.edu. Because of the evolving nature of our course, it is highly likely that the reading list will add a few items through the semester, but I will try to minimize that if I
can. The readings are listed on the schedule, and are normally available one week before the class at which they are discussed.

**IMPORTANT NOTE:** The purpose of the lecture is not to go over the readings in detail, but rather to provide fuller discussion of the issues that are presented in the readings. I assume that you will read them prior to the class period, and the lecture will use them as a jumping off point for further discussion. However, questions will be drawn directly from the readings that we have not discussed in class.

My goal is to have course notes online via ecampus.tamu.edu one week before class. If for some reason they are not available, I will put it online as soon as I can. I reserve the right to revise the schedule, readings or notes throughout the course of the semester.
**Course Schedule**

*Note: Schedule is subject to revision.*

<table>
<thead>
<tr>
<th>Week 1  (Sept 2-4)</th>
<th>Topics and Themes</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>Introduction to globalization</td>
<td>Thomas Friedman, Chapter one from <em>The Lexus and the Olive Tree.</em></td>
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<td>Introduction to the Media Monitoring System</td>
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<tr>
<th>Week 2  Sept 9-11</th>
<th>Topics and Themes</th>
<th>Readings</th>
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<tr>
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<td>Writing a research proposal</td>
<td>Samuel Huntington, “The Clash of Civilizations?”</td>
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<td>Key debates in globalization</td>
<td>Benjamin Barber, “Jihad vs. McWorld”</td>
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<td>TASK ONE on MMS due on Sept 11</td>
<td>Joseph Nye, “Soft Power”</td>
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<tr>
<th>Week 3  Sept 16-18</th>
<th>Topics and Themes</th>
<th>Readings</th>
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<tr>
<th>Week 4  Sept 23-25</th>
<th>Topics and Themes</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>Local Responses to global media</td>
<td>Norris and Inglehart, “Is Cultural Diversity under threat?” in <em>Cosmopolitan Communications: Cultural Diversity in a globalized world.</em></td>
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<td>TASK TWO of MMS due Sept 23</td>
<td>Marwan Kraidy, “The Global, the Local, and the Hybrid.”</td>
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<td>Peer reviews of proposals due Sept 25</td>
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<tr>
<th>Week 5  Sept 30-Oct 2</th>
<th>Topics and Themes</th>
<th>Readings</th>
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<td>“Going Out via CCTV International”, chapterfrom Ying Zhu, <em>Two Billion Eyes: the</em></td>
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<td>Week 6</td>
<td>Oct 7-9</td>
<td>Draft one of papers due October 7</td>
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<td>Week 7</td>
<td>Oct 14-16</td>
<td>The media in geopolitics and international relations</td>
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<td>Week 8</td>
<td>Oct 21-23</td>
<td>Peer review of papers, round 1</td>
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<td>Week 9</td>
<td>Oct 28-30</td>
<td>No Class-revise papers</td>
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<td>Week 10</td>
<td>Nov 4-6</td>
<td>Peer evaluations of essays, round 2</td>
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<td>Week 11</td>
<td>Nov 11-13</td>
<td>TBA</td>
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<tr>
<td>Week 12</td>
<td>Nov 18-20</td>
<td>Paper Presentations</td>
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<td>Week 13</td>
<td>Nov 25-27</td>
<td>Paper Presentations</td>
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<tr>
<td>Week 14</td>
<td>Dec 2-4</td>
<td>Paper Presentations</td>
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<td>Redefined</td>
<td>Dec 9</td>
<td>Review for final exam</td>
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<tr>
<td><strong>Dec 17</strong></td>
<td><strong>1-3 pm</strong></td>
<td><strong>Final Exam</strong></td>
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<tr>
<td><strong>Dec 11</strong></td>
<td><strong>Reading Day, No Class</strong></td>
<td><strong>Final Exam</strong></td>
</tr>
</tbody>
</table>

*story of China Central Television.*
Woongjae Ryoo, “Globalization, or the logic of cultural hybridization: the case of the Korean Wave.”
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Emily Rauscher, Department of Communication
    Nancy Street, Department of Communication
    J. Kevin Barge, Head, Department of Communication
    Steven Oberhelman, AOC Dean, Liberal Arts

DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 470

We recommend that COMM 470 Communication in Health Care Contexts be certified as a writing (W) course for four academic years (9/16 to 9/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 66%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:25

Students write six papers: four analysis papers, a short research paper, and a family health history. Students receive written instructor feedback on practice writing (introductions, conclusions, and paragraphs using data to support claims) and provide peer feedback on each other’s research paper outlines and first main point in draft form. Instruction takes the form of workshop classes where practice and feedback occur along with lectures on writing issues such as introductions/conclusions or APA style.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

COMM 470 Communication in Healthcare Contexts

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Nancy J. Street (Date)
Printed name and signature

Received: Valerie Balester (Date)
W and C Course Coordinator, University Writing Center

Approvals:

College Dean: Dr. Steven Oberhelman (Date)
Printed name and signature

Department Head: Dr. Kevin Barge (Date)
Printed name and signature

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
COMM 470: Communication in Health Care Contexts
Fall 2016
TR 9:35 – 10:50 AM, Bolton 006

Professor: Dr. Emily Rauscher
Department: Communication
Office: Bolton 209C
E-mail: erauscher@tamu.edu
Office Hours: Tuesday: 11:00-12:00, Wednesday: 12:30-2:30, Thursday: 11:00-12:00
If you cannot meet during these hours, please email me to set up an appointment.

Course Description
Principles of health communication applied in situations ranging from physician-patient communication to public health campaign theory, design, implementation and evaluation

In this seminar, you will learn about the many ways that we, as human beings, communicate about health with family members. This seminar has been designed to integrate numerous theoretical and methodological perspectives on family and health communication in order to give you a broader scope of how health messages and health communication processes are enacted, mediated, conceptualized, and studied within the context of family.

Learning Outcomes
The successful student will:
• Apply theoretical concepts related to communicating about health in a family context
• Analyze and discuss the various ways health impacts family communication and relationships
• Analyze and discuss how individuals communicate about health in a variety of family relationships
• Analyze the diversity of families and how such diversity impacts communication about health

Required Textbook & Materials
• Course readings found on eCampus.

Course Policies
Use of Technology
It is perfectly fine to use laptops, iPads, and other forms of technology to take notes during class. However, if you are going to use technology to take notes you must sit in the front two rows. If you are caught using technology for anything other than class tasks, your technology privileges will be revoked. Cell phone usage is strictly prohibited during class, especially during classmates’ interviews.
**Attendance**

**Attendance is REQUIRED.** You are expected to attend and participate in in-class assignments and activities every single class period. **I reserve the right to count you absent if you are late or do not participate in class activities.**

- Because emergencies arise, you may have two (2) unexcused absences without penalty. These unexcused absences are not permitted on exam days or on days that assignments are done in class or due in class. Please keep track of your unexcused absences.
- **Consequences for having more than 2 unexcused absences:** For each unexcused absence over your allotted 2, your final course grade will be reduced by one letter grade.
- **How attendance is documented:** Attendance will be recorded for students who (1) sign the daily attendance sheet, (2) are present for the **entire** class period, and (3) participate in in-class activities. It is your responsibility to ensure that you have signed the attendance sheet prior to departure from the classroom each day. Otherwise, you will be counted absent.
- **Tardies:** Arriving more than 10 minutes late to class or leaving class early without receiving prior approval from the instructor will result in an unexcused absence.
- **How absences are excused:** Please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a listing of excused absence scenarios. Please note that a receipt from the healthcare provider is NOT satisfactory documentation, nor is the Texas A&M University Explanatory Statement for Absences. Also, please note that I may verify any documentation for excused absence requests.
- You have **one week after your absence** to fill out the university-excused absence form and attach the necessary documentation so that you can make up an exam or turn in an assignment past the due date.

**E-mail**

You must have a TAMU e-mail account. I will periodically e-mail information to you about assignments, class work, etc. and you are responsible for any information sent by me via e-mail. Check this account regularly or have it forwarded to your primary e-mail account.

**eCampus**

eCampus will be used in this course. All written course documentation (i.e. course syllabus, assignments, grade book, etc.) will be available on [http://ecampus.tamu.edu](http://ecampus.tamu.edu). Thus, you should check the eCampus website regularly for class announcements and information.

**Make-up, Late Work Policy**

**Absolutely no** paper, exam or other assignment will be accepted after its due date without excused absence documentation. If you anticipate: computer glitches, being the victim of street crime, car problems, bad break ups, a Senate filibuster, spending the weekend in jail, animal attacks, a disappointing credit report, being featured on *Catfish*, rude tweets, a non-official Facebook break up, the debilitating shame of buying a Justin Bieber CD, an appearance on American Idol, loss of teeth during Black Friday shopping, or anything else that might interfere with getting your work done, **GET STARTED EARLY!!!!!!!!!!!!!!!!!!!!!!**
You have **one week after your absence** to fill out the university-excused absence form and attach the necessary documentation so that you can make up an exam or turn in an assignment past the due date.

If an absence is excused and you have documentation, come see me and we can schedule a day/time for you to make up quizzes/exams/assignments. Again, please see Student Rule 7 for details about excused absences ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).

**Academic Integrity**
Plagiarism, the intentional or unintentional misrepresentation of work as your own, will not be tolerated. **Anyone convicted of plagiarizing all or part of an assignment will earn an F in this course.** Be warned: plagiarism is not just copying someone else’s work word for word. There are different types of plagiarism including but not limited to passing off someone else’s work as your own (whether that someone else is a classmate, friend, online source, or published author), source misrepresentation (failure to cite a paraphrased source, use quotation marks around exact quotations, or turn in a list of sources cited), and using work of your own which has already been used in another class. If you are unsure what constitutes plagiarism, see me, check a writing handbook, or consult the Texas A&M University Honor Code. [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

Remember: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

**Special Accommodations**
The **Americans with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, please visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Classroom Civility**
There are certain basic standards of classroom civility that should be adhered to, particularly in a communication course. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:

1. Respecting all members of the classroom community, both your instructor and fellow students.
2. Attending to and participating in lectures, group activities, workshops, and other classroom exercises.
3. Avoiding disruptions during class (private conversations, reading newspapers, doing work for other classes, text-messaging, etc).
4. Avoiding racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

This is not an exhaustive list. If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course.
**Miscellaneous Conflicts Policy**
I understand that many students have full or part-time jobs, children, family, etc. I am usually sensitive to this and try to do all I can to help you work schedule conflicts out. But there may come a time when nothing else can be done. In that case, I’ll ask you to realize that you took on the responsibility of the class and you have to deal with it. So, please feel free to talk to me about such problems in emergencies or in situations with unavoidable conflicts.

**24/7 Rule**
I take pride in being a fair instructor. Like all instructors (and humans for that matter), I am prone now and again to making mistakes. If you have questions about how I have assessed your work, I encourage you to see me. However, I require that you wait at least 24 hours after receiving a grade before discussing your score with me. Moreover, I require that you discuss any questions or concerns NO LATER than 7 days after receiving the grade on any assignment. **I will strictly adhere to this course policy.** I do this to avoid any emotional reactions following handing back an assignment and to avoid discussing a grade on any assignment long after the fact. This policy has worked well with my students before, and I encourage you to see me if you have questions. However, **this policy does not imply that grades are negotiable.** I will only make grade changes on obvious grading errors, but I will gladly give you a more in-depth rationale of why you scored what you did on any given assignment.

**Instructor Availability**
I will always be available during my posted office hours and at other times by appointment. Please feel free to come and chat during these times if you have any questions, comments, or concerns about the course. Even when I am not in the office, I still check my email constantly, so email is the most efficient and effective way to reach me.

**Readings**
Your reading assignments are included in the course schedule. In addition to the textbook, you may, from time to time, be required to read other materials. If you do not do the reading, do not expect to benefit substantially from the course. **If it becomes obvious folks aren’t reading the materials, pop quizzes based on the readings will become part of your grade!** Class sessions are used to supplement rather than to review the reading material assigned.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Analysis Papers</td>
<td>200</td>
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<tr>
<td>Workshop</td>
<td>200</td>
</tr>
<tr>
<td>Family Health History</td>
<td>300</td>
</tr>
<tr>
<td>Mini Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Participation/Activities</td>
<td>100</td>
</tr>
</tbody>
</table>

Your course grade will be determined as follows:

- A = 810-900 points
- B = 720-809 points
- C = 630-719 points
- D = 540-629 points
- F = 0-539 points

**THIS IS a Writing Designated class. It is not possible to pass the class without passing the writing portion.**
Assignments

***All writing assignments should be TYPED, double spaced, Times New Roman font, 1” margins, 12 point font. There will be grade deductions for not adhering to these requirements.***

Analysis Papers (200 points)
For each topic covered this semester you will have the opportunity to write an analysis paper. In these papers, I want you to discuss (a) what you believe to be the strengths of the readings and WHY these are strengths (for example, if you say a strength of the reading is that the authors point out ways families can disclose health information, you also need to discuss why ways families can disclose health information is important), and (b) what you believe to be the weaknesses or oversights of the chapters and WHY these are weaknesses (for example, if you say the authors left out a certain portion of the population in their study, you also must discuss why that portion of the population is important when studying that topic). Other analysis strategies you may utilize are linking the readings to previous readings and showing how the body as a whole informs the topic you’re writing about AND utilizing theory you have learned to apply to the readings (that isn’t already a part of the reading). I am generally open to different approaches to these papers as long as you are analyzing. The goal of this assignment is for you to ANALYZE the readings, not discuss personal narrative or summarize the readings…I will repeat: DO NOT SUMMARIZE. You have to complete 4 of these throughout the semester. At least two of these must be completed BEFORE the mid-term. Each of these papers should be two to three double-spaced pages in length. Each paper will be worth 50 points.

Family/Health Communication Workshop (200 points)
This will be a group project (the size of the groups will be determined based on the overall size of the class, but most likely 4 per group). Each group will choose an organization for which to provide a (hypothetical…you’re going to present these to the class) 40-45 minute communication workshop focusing on health/family communication. Organizations and topic ideas need to be approved with me ASAP. In this workshop you and your group will discuss effective family/health communication on your chosen topic as if your classmates were members of your chosen organization. These sessions should be dynamic and interactive. Your group should provide credible information (meaning information from scholarly sources), as well as engage the audience in participation and activities. Because 40-45 minutes isn’t long, your topic of focus will need to be very narrow.

A minimum of 5 scholarly outside sources should be utilized for this presentation. Though you can utilize information you’ve read for class, your 5 scholarly sources must be sources you DID NOT read for class.

What to turn in on the day of the presentation:
1. The day you present the group will also turn in a DETAILED, FULL SENTENCE outline of the presentation. This does NOT mean key words and this does NOT mean just main points…if it’s in your presentation, it should be in the outline (this includes descriptions of activities. Any handouts should also be attached to the end of the outline).
2. A reference sheet should also be part of the outline you hand in to me.
3. A printout of your powerpoint slides or other presentation aid material. If you cannot print them out emailing them to me will be sufficient.
4. Your group should also turn in a 2-3 page report describing your chosen organization and what you perceive their needs to be and how your presentation will meet those needs.
5. Finally, each group member will write two blog posts (100 words each) that the organization could post on a blog targeted towards your topic, as well as four ‘tweets’ the organization could use for their Twitter page (can use a maximum of 2 short hashtags; must use the full 140 characters).

Presentation: 100 points
Full-Sentence Outline: 25 points
Organization Assessment paper: 25 points
Blog posts/Tweets (individual score): 50 points
This assignment will be graded on presentation skills, integration of academic research, practicality (you’re actually giving the audience pertinent advice, not just lecturing them), interactivity (the audience should be involved somehow, whether that be through participation, role play, a worksheet, a handout, etc.), meeting the needs of the organization, and overall effort and preparation. I’m looking for GOOD PRESENTATIONS here.

**Mini Research Paper (100 points)**
To prepare you for writing the research component of your final paper, you will be required to write a mini research paper around mid-term. In this paper you will be given several questions to answer, of which you will choose one. You will then answer the question using research to support your ideas and claims. Responses will be 4-5 pages.

**Family Health History Assignment (300 points)**
Throughout the semester you will learn about how families impact your health. For your final project you will conduct a thorough analysis of your family health history. In doing so, you will interview 7 family members about illnesses they have faced and their past and current health behaviors. If you do not have 7 family members to interview you can interview roommates or romantic partners that you have known more than 2 years and who you feel have impacted your health behaviors. In addition to these interviews, you will write a final paper integrating your findings with research and information from the course. **You must use a minimum of 10 sources, 5 of which must be outside class readings.** You will draw conclusions about what you might be at risk for in the future and other health behaviors you may have learned from your family based on scholarly research. **All interviews must be a minimum of 15 minutes long.** You will be required to submit audio recordings of interviews to show proof of having done the interview and the length of the interview. **The final paper should be 8-10 pages.** More information will be provided about this assignment throughout the semester.

You will also present your papers in a formal oral presentation at the end of the semester. In this presentation you will follow guidelines of public speaking you learned in public speaking. These guidelines include, but are not limited to, a strong introduction and conclusion, transitions between main points, citing sources correctly, and delivery guidelines (voice, tone, gestures, etc.). In this presentation you will discuss the main points you came up with along with any conclusions you drew about how your family has influenced your health. Presentations should be 4-6 minutes. Please rehearse these presentations before giving them, you will incur point deductions for being more than 15 minutes under or over the time limit.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Interviews</td>
<td>50</td>
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<tr>
<td>Final Paper</td>
<td>200</td>
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<tr>
<td>Presentation</td>
<td>50</td>
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</tbody>
</table>

**Participation/Homework (100 points)**
An overall participation grade will be based on attendance, regular participation in class, and completion of any in class or homework assignments that may be assigned throughout the semester.
Course Schedule

The following schedule is tentative and subject to change. Students will be notified well in advance of any changes made.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT(S)</th>
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<tbody>
<tr>
<td>T 9/1</td>
<td>-Course Introduction and Syllabus</td>
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<tr>
<td>R 9/3</td>
<td>-Defining Family</td>
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<tr>
<td>T 9/8</td>
<td>-Theories</td>
<td>*Pecchioni &amp; Keeley</td>
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<td>*Floyd &amp; Haynes</td>
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<tr>
<td>R 9/10</td>
<td>-Theories</td>
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<td></td>
<td>-Writing Workshop</td>
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<tr>
<td>T 9/15</td>
<td>-How families influence health (a broad overview)</td>
<td>*Pecchioni, Thompson, &amp; Anderson</td>
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<td>*Baiocchi-Wagner &amp; Talley</td>
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<td>*Jones, Beach, &amp; Jackson</td>
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<tr>
<td>R 9/17</td>
<td>-How families influence health (a broad overview)</td>
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<tr>
<td>T 9/22</td>
<td>-Genetics and family health history</td>
<td>*Gaff &amp; Metcalfe</td>
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<td>*Rauscher &amp; Hesse</td>
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<tr>
<td>R 9/24</td>
<td>-Genetics and family health history</td>
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<td>-Writing Workshop</td>
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<tr>
<td>T 9/29</td>
<td>-Social Support</td>
<td>*Fisher</td>
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<td>*Anderson Dearmen</td>
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<tr>
<td>R 10/1</td>
<td>-Social Support</td>
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<td>-Writing Workshop</td>
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<tr>
<td>T 10/6</td>
<td>-Conflict and Violence</td>
<td>*Julien, Chartrand, Simard, Bouthillier &amp; Begin</td>
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<td>*Olson</td>
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<td>*Eckstein</td>
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<tr>
<td>R 10/10</td>
<td>-Conflict and Violence</td>
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<td>-Writing Workshop</td>
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<td>T 10/13</td>
<td>-Conflict and Violence</td>
<td>Workshop</td>
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<td>-Writing Workshop</td>
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<tr>
<td>R 10/15</td>
<td>Work Day</td>
<td>Mini Research Papers Due</td>
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<td>T 10/20</td>
<td>-Stigma</td>
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<tr>
<td>R 10/22</td>
<td>-Stigma</td>
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<td>T 10/27</td>
<td>-Disclosure</td>
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<td>R 10/29</td>
<td>-Disclosure</td>
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<tr>
<td>T 11/3</td>
<td>-Diverse Families</td>
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<td></td>
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<td>*Chapman et al.</td>
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<td>Date</td>
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<td>R 11/5</td>
<td>-Diverse Families</td>
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<tr>
<td>T 11/10</td>
<td>-Technology</td>
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<tr>
<td>R 11/12</td>
<td>-Technology</td>
<td>Workshop</td>
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<tr>
<td>T 11/17</td>
<td>-Interacting with healthcare workers</td>
<td><em>Swedlund, Schumacher, Young, &amp; Cox</em></td>
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<td>R 11/19</td>
<td><strong>NO CLASS</strong></td>
<td><strong>NCA CONFERENCE</strong></td>
</tr>
<tr>
<td>T 11/24</td>
<td>-Interacting with healthcare workers</td>
<td>Workshop</td>
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<tr>
<td>R 11/26</td>
<td><strong>NO CLASS</strong></td>
<td><strong>THANKSGIVING</strong></td>
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<tr>
<td>T 12/1</td>
<td>-End-of-Life Care</td>
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<tr>
<td>R 12/3</td>
<td>-End of Life Care</td>
<td>FAMLY INTERVIEWS DUE</td>
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<tr>
<td>T 12/8</td>
<td>Presentations</td>
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<tr>
<td>R 12/10</td>
<td><strong>NO CLASS</strong></td>
<td><strong>READING DAY</strong></td>
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<tr>
<td>F 12/11</td>
<td>Final Exam Day</td>
<td>Presentations</td>
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<td></td>
<td>12:30-2:30</td>
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</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: April Douglass and Sharon Matthews, Department of Teaching, Learning & Culture
Victor Willson & Lynn Burlbaw, Interim Heads, Department of Teaching, Learning, & Culture
Christopher Cherry, AOC Dean, College of Education and Human Development
DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RDNG 461

We recommend that RDNG 461 Teaching Reading through Children’s Literature be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 39%
2. Course content appropriate to the major
3. Total number of words: 2200
4. Instructor to student ratio for one section: 1:30

We are concerned that the enrollment in this class is high and recommend that the department pay attention to the student-to-instructor ratio. Each section of this course receives 10 hours a week assistance from the Undergraduate Peer Mentors, who are trained to help students in conferences and to make comments and provide feedback on drafts. The assignments for this course include a workshop paper, a letter to parents, and a course reflection. Students are given formative feedback through Calibrated Peer Review and are required to attend two in-class writing days where the instructor and at least one UPM are available for conferencing. Students are provided in-class instruction for at least five sessions on the following topics: Getting Started, MLA, Grammar, Organization, and Word Choice. These class sessions are structured so that students first receive instruction on the topic and then are allowed to practice the topic either individually or in a group; the class then discusses how to apply this component to upcoming writing assignments. Additionally, students are provided several resources (e.g., websites, handouts) on grammar, MLA, word choice, and organization. Students also have access to (and are encouraged to visit) the Undergraduate Peer Mentor office where they can conference with UPMs and/or check out books from the professional library.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
(enter prefix, number, and complete course title):
RDNG 4401: Teaching Reading Through Children’s Literature

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Sharon Matthews
Printed name and signature
(Date)

Received: Valerie Balester
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: Robert Cherry
Printed name and signature
(Date)

Department Head: Lynne Branner
Printed name and signature
(Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000
Texas A&M University
College of Education and Human Development
Department of Teaching, Learning, & Culture
Reading 461
Teaching Reading Through Children’s Literature
Spring 2015

Professor Name: April G. Douglass, Ph.D.

Title: Clinical Assistant Professor

Office: 213 Harrington Tower

Office Hours: by appointment

E-mail address: adouglass@tamu.edu

Undergraduate Peer Mentors:

903: Hillary Montgomery (hillarymont01@tamu.edu)

904: Crysta Sheridan (crysta.sheridan92@tamu.edu)

Class Meetings:

Section 903: T 12:45 -3:35 pm

Section 904: W 9:10-12:20

IMPORTANT COURSE NOTES:

1) Failure to earn a passing grade on the writing requirements precludes the assignment of W credit, irrespective of the student’s making a passing grade for the entire course on a straight calculation basis. Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.

2) Although I try to draft the syllabus to allow for us to follow it as closely as possible, sometimes changes need to be made, and I reserve the right to change this document—Your UPM and/or I will communicate with you in class or by email to let you know of any changes.
Required Textbooks:

Required Texts:


   Please note: you may purchase the 7th edition of this book. The content is the same, but the order of the chapters is different. Please just be aware of this if you decide to purchase the older edition.

2) ONE of the following for your Reading/Writing Workshop (RWW) paper:


   g) London students: Any book on the approved London reading list

3) Novel for Literary Elements Project (selection of this novel will be discussed later in the semester)

4) Additional articles/websites/videos assigned by Dr. Douglass

**MyWritingLab:** As a future educator, it is essential you possess a thorough understanding of grammar so that you can effectively teach it to your students. Also, you must be able to use correct grammar when speaking and writing in professional settings. Thus, this semester you will be completing MyWritingLab. MyWritingLab is an online program that allows you to further develop your understanding of grammar, and all education majors are required to complete it during their first writing-intensive course. Completion of MyWritingLab is a requirement for enrolling in senior methods. It is an online/individualized study program and therefore the time commitment will be variable based on your current grammar knowledge. If you have previously completed MyWritingLab or MyCompLab and received your certificate (or have verified your completion with a UPM), then you do not need to complete it again.

A short summary of the MyWritingLab process is:

- You will purchase the MyWritingLab code at either the TAMU bookstore OR online at the Pearson website. We highly recommend you purchase it at the TAMU bookstore as it is usually more cost-effective this way. Please see directions below for finding and purchasing the materials at the bookstore.

- You will access the system at the Pearson website ([http://pearsonmylabandmastering.com/](http://pearsonmylabandmastering.com/)) and set up an account.

- There will be three modules to complete: grammar, punctuation and mechanics, and sentence skills. At the beginning of each module, you must complete the “Skills Check” diagnostic.
Based on your results from the Skills Check, you will be assigned a study plan with individual “homework” modules to complete.

Once your homework modules have been assigned, you must complete each one with a passing rate of 95% or higher.

Once you have completed ALL module assignments with 95% or more accuracy, you have completed the MyWritingLab requirement.

The system will NOT provide you a certificate of completion. We highly recommend that you have your completion verified by a UPM in the UPM office (EDCT 210). Once you reach senior methods, your completion will be verified again by the UPMs and given to your senior methods instructor. If you would like a copy of a certificate of completion for personal assurance, you may request one from a UPM.

If you have further questions about the Grammar Module, please check the MyWritingLab website (http://tlac.tamu.edu/MyWritingLab) or with your UPM.

You will need the following information to purchase and access MyWritingLab:


OR

1b) ISBN 0205911692 - Standalone access code for MyWritingLab (does not include Little Brown Handbook ebook access)

(note: the easiest way to find the materials is to search online at the TAMU bookstore under the “textbook search” function using the following criteria: term – semester and year; department – TLAC; course – Wcourse; section – diagnostic)

All MyWritingLab requirements should be completed by the final day of classes for the semester.

Course IDs (you need these to sign up for the course on the Pearson website)

Spring 2015: douglass85992 (final day available for enrollment: May 5)

Summer I 2015: douglass49905 (final day available for enrollment: July 3)

Summer II 2015: douglass17968 (final day available for enrollment: August 10)

Finally, please note that technical problems with MyWritingLab (e.g., not being able to access modules, results not showing up, etc.) require that you contact Pearson directly at 1-855-875-1797. Instructors and UPMs are NOT able to troubleshoot technical issues.

Recommended:

The Little, Brown Handbook. NY: Longman. (any edition is o-k—newest preferable)

Course Description

Credits 3. Use of past and contemporary literature for the motivation of wide leisure reading in the elementary grades. (Writing Intensive Course)
Prerequisites
RDNG 351, RDNG 361
Co-requisite: RDNG 460

Participating Teacher Certification Programs
Early Childhood through 6th Grade Generalist with ESL Certification (EC-6 / ESL)

Objectives and Standards for RDNG 461

<table>
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<th>Relevant Program Learning Outcomes</th>
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<td>Learner and Learner Theory</td>
<td>Learner (LNR) Rubric</td>
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<td>Discipline Foundations</td>
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<td>Instructional Practices</td>
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<tr>
<td>Communication</td>
<td>Receptive Skills (RS), Expressive Skills (ES) Rubrics</td>
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Course Learning Outcomes

1) Recognize signs of individual developmental differences in learners. (LNR2)
2) Explain themes, misconceptions and connections in discipline-related materials. (DCK2)
3) Critique and analyze an example lesson for time management, components of the lesson cycle, questioning techniques, grouping structures and engagement. (LDV1)
4) Connect concepts and ideas within and between courses and disciplines. (CK2)
5) Analyze the purposes and implications of different media to communicate during instruction, including ethical and legal restrictions on published work. (ML3)

6) Evaluate contextual factors influencing individuals’ and groups’ learning experiences. (DL4)

7) Define basic functions of active listening and reading. (RS1)
8) Define basic conventions and practices associated with writing, speaking, and nonverbal skills (ES1)

Other Concurrent Objectives:

Upon completion of the course, the student should:

1. To become aware of the value of literature for all children, especially in increasing literacy.
2. To gain knowledge about the availability of literature for children, both past and present.
3. To examine literature for children as it relates to the physical, emotional, social, and intellectual dimensions of human growth and development.
4. To examine images of various groups in literature and to become aware of sexism in content and language and to examine children’s literature for the treatment of racial, ethnic, and religious groups.
5. To plan and evaluate literature-related activities that will deepen and extend the meaning of literature for children, particularly as these activities promote attitudes of diversity and equity.
6. To consider techniques by which literature for children can be used to develop reading comprehension skills of children.
7. be a competent writer and be knowledgeable about methods to teach and assess writing in EC-4th grade classes.
8. To develop or nurture a love and enthusiasm for reading good books that will enrich your lives and be contagious to your future students.
9. To develop or nurture a love and enthusiasm for different kinds of writing that will enrich your lives and be contagious to your future students.

Course syllabus is subject to change at the discretion of the instructor.

Required Assignments and Grading

Your grade for this course will be determined by your involvement and productions as a result of the following activities:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation and end-of-semester course reflection (50 pts + 50 pts)</td>
<td>100</td>
</tr>
<tr>
<td>“Letter to Parents” Writing Assignment</td>
<td>50</td>
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<tr>
<td>“Big 5” Quiz</td>
<td>50</td>
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<td>Storybook Project</td>
<td>100</td>
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<tr>
<td>Literary Elements Project (LEP)</td>
<td>200</td>
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<td>CHAMPS Organizer (RWW pre-writing activity)</td>
<td>25</td>
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<tr>
<td>CPR Process (draft of Sarah, Plain and Tall/RWW paper)</td>
<td>50</td>
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<td>CPR Peer Review Comments</td>
<td>20</td>
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<tr>
<td>Final RWW Paper</td>
<td>150</td>
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<tr>
<td>Digital Storytelling project</td>
<td>100</td>
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</table>

Total 845 points

757 – 845 points = A
672 – 756 points = B
588 – 671 points = C
503 – 587 points = D
502 points or less = F

Assignment Details

**ALL ASSIGNMENTS SHOULD BE TURNED IN VIA ECAMPUS**

National Reading Panel “Big 5” Quiz – The “Big 5” quiz will be completed outside of class time as an assessment on eCampus and will be over the material covered in the National Reading Panel executive summary, which will be provided in class. The quiz will cover information on phonemic awareness, phonics,
comprehension, fluency, and vocabulary. It will also cover how these topics should be implemented in a reading classroom and how each contributes to the development of early reading skills. This quiz is untimed and due no later than **Friday, February 13th at 5:00 p.m.** Notes and discussion of the topic among education peers is allowed and encouraged.

**Picture Storybook Project** - Teams of four or five students will be responsible for selecting TWO picture storybooks EACH (i.e., 8 – 10 books total) for the team project. The project should center on using these selected books to teach a particular concept (e.g., book genres, multicultural issues, interdisciplinary interests, certain authors/illustrators, themes or other literary elements, developmental areas of language, cognitive skills, personality, social skills, bibliotherapy — i.e. helping children cope with issues such as death, divorce, abuse, etc.). This is a wonderful opportunity to explore the world of children’s picture storybooks, determine what you like, and develop critical skills in determining whether something is indeed high quality literature.

The project should include a brief (no more than 10 minutes) visual presentation and a written overview (each group only needs to turn in ONE written overview) that includes the following information:

- An explanation of the chosen focus for the project, including the overall learning objectives (there should be at least two and they should be in proper objective format), plans for assessment (i.e., how will you know they have learned something?), and proposed action by children resulting from the project (i.e., if this unit is successful, what will children be doing/demonstrating in the classroom as a result?).
- Each group member is responsible for writing up an annotated bibliography *(minimum 150 words for each book)* for their two selected books; each book’s entry should contain a bibliography in MLA form ([http://owl.english.purdue.edu/owl/resource/747/06/](http://owl.english.purdue.edu/owl/resource/747/06/)), a short summary of the book, an explanation of its relevance to the overall focus of the project, and suggestions as to how the selected book can be effectively used to accomplish the overall learning objectives of the project.
- Each group member will choose one of their books and share one illustration from the inside (i.e., NOT the cover!) pages of the book during the presentation (the illustration should be scanned and included on the slideshow - although you may certainly bring the book to share with the class as well). Analyze the illustration based on information found in Chapter 4 of your Norton text. Discuss why the illustrations might appeal to the reader, how they support the story, and specific techniques used by the illustrator (i.e., lines, color, texture, etc.). Share this information with the class during the presentation (no need to include in the written handout). Your annotated bibliography entries will be graded on both content and writing elements (clarity, organization, grammar, etc.).
- At least half of the books selected should be multicultural in nature

*An example of a completed project will be posted on eCampus under the “Picture Storybook Project” folder.

**Storybook Projects are due the week of February 16th on your class day and time** (i.e., if your class meets on Mondays at 10:20, then your project is due on Monday the 16th at 10:20 a.m.). Presentations and write-ups on the books will be turned in as a group. Parent letters will be turned in individually. Both
portions must be turned in via eCampus in the “assignments” section. In addition to being turned in via the “assignments” tab, the storybook project will be presented in class.

For the PSP project, London students must work together! Please select picture books from English authors and choose a topic that is relevant to classroom instruction but also incorporates English children’s books. Further discussion of this will take place in class.

**Letter to Parents** - This is a short writing assignment that will serve as an accompaniment to (and will be turned in at the same time as) your storybook project. Each student will write a letter to parents asking them to read a *picture book* of your choice with or to their child in order to encourage language, social, reading, and cognitive development. The purpose of this letter is two-fold: 1) to practice incorporating children’s literature to meet students’ instructional goals and 2) to practice incorporating the elements of good writing that will be discussed this semester (i.e., introduction, thesis, organization, grammar, word choice, conclusion). Each letter must be between 600 and 700 words. Further details will be provided in class and on eCampus.

Parent letters are due the week of February 16th on your class day and time (i.e., if your class meets on Mondays at 10:20, then your project is due on Monday the 16th at 10:20 a.m.).

London Group: Requirements for the parent letter will be the same as above.

**The Literary Elements Project** (LEP) will be an in-depth analysis of the literary elements (including plot, conflict, characterization, setting, theme, style) found in a single notable children’s literature selection. You will work as a group for this project and will choose a *children’s novel* from one of the following genres: Modern Fantasy, Contemporary Realistic Fiction, or Historical Fiction. In addition to the description of the literary elements in the text, your group will create a unit (3-5 days worth of lessons) and complete a text set on the selected novel. Your unit must be written for a 1st – 6th grade classroom (this will vary depending on the book you choose) and must be used to teach reading and/or writing concepts. There must be at least one reading lesson and one writing lesson. The remaining lesson plan(s) may be from any discipline including math, science, or social studies as long as the entire unit is composed of lessons from three different disciplines. Detailed instructions of the assignment will be provided following class discussion on Chapter Three of *Through the Eyes of a Child*. We will also discuss lesson plan formats in class and detailed directions on all three components will be posted on eCampus. **The Literary Elements Project will be due at your class day/time the week of April 13th and must be turned in via eCampus under the “assignments” tab. No paper copies, please!** Sample LEPs and specific details for the project will be posted under the “LEP” folder on eCampus. Additional information will be provided in class.

London Group: For the LEP, please select any children’s novel from one of the authors or books on the approved London list. You may choose a children’s novel from another English author, but please discuss your selection with Dr. Douglass first.

**Reading Writing Workshop (RWW) paper & Calibrated Peer Review** - A reading/writing workshop will be conducted using your *book selection as indicated under the “required texts” section of this syllabus*. This assignment will include the various aspects of the writing process (prewriting, drafting, peer reviewing, revising, and publishing), with special attention to grammatical and rhetorical issues. You will read the story
on your own, develop a connection with events/characters in the story, and write an essay that focuses on your personal connection with the story. This is NOT a narrative paper in which you solely describe personal events/experiences or provide a review/analysis of the paper. You must directly connect your experiences with that of the events/characters in your chosen book and compare/contrast them throughout. To help facilitate location of a connection, each student will complete either the CHAMPS organizer, or a character sketch, as a pre-writing element of the RWW paper. This pre-writing activity will require a 150-word explanation of the connection you establish. Students will be expected to provide the completed selected format on the day readings of the RWW text are due. Your paper will be analyzed twice this semester: 1) during the CPR process by your peers and 2) by me after you turn in the final draft at the end of the semester. The paper must be between 1000 and 1500 words. Your paper will be graded on the following components: 1) Does the essay have an interesting introduction and show a clear connection to the reading selection? 2) Does the writer communicate a clear, though non-formulaic, thesis? 3) Does the essay follow an organization that is what you have been led to believe would be followed by the thesis? 4) Is vivid, “showing” as opposed to “telling” language (i.e., good word choice) used? 5) Are MLA guidelines followed? 6) Are grammatical and mechanical errors kept to a minimum? 7) Is the paper concluded in a satisfying way that summarizes major details of the paper and confirms the thesis? 8) Is a connection to the book clearly developed throughout? During the first several weeks of the semester, we will cover each of these writing elements in class and review examples. It is expected that you incorporate each of these writing elements to the fullest in your paper.

*London Group:* You will choose a children’s book from the list of approved books and authors. Similar to the requirements above, you will choose one of the main characters that you relate with and develop a well-written essay that focuses on the connection between the two of you.

The FIRST draft of your RWW paper will be turned in via the Calibrated Peer Review system (see below). Your FINAL RWW paper is due at your class day/time the week of April 6th and will be turned in via eCampus (in the “assignments” section). No paper copies, please!

The Calibrated Peer Review (CPR) web site will be used to grade the first draft of your paper and allow you to provide quality feedback to your peers on their papers. The goals of this peer review exercise are two fold: (1) to determine the extent to which you and/or your peers satisfied the assignment of the reading-writing workshop paper and (2) to provide you with a meaningful opportunity to assess your own and others’ writing against a reasonable set of criteria for a well-written essay. Your RWW draft will be entered into the CPR system during week 8 and will be assessed by three of your peers. Explanation of the CPR system will take place before the deadline.

Additionally, you will be required to provide detailed peer review comments on each grade you give to your peers in the CPR system. The assigned Undergraduate Peer Mentor (UPM) for our class will grade these peer review comments using a detailed rubric. These comments are essential for providing your fellow classmates quality feedback they can use to improve their writing.

Additional information regarding the RWW assignment will be discussed during the semester and samples will be posted under the “RWW” folder on eCampus.

CPR Text entry deadline: Thursday, March 12th - Final assignment deadline is Thursday, March 26th.
Final RWW papers are not due until the week of April 6th.

London Group: Requirements for CPR are exactly the same, but all London students will be placed in a separate CPR section.

**Digital Storytelling Project** - Technology continues to become a critical tool in our society. As a result, it is impacting many areas of learning including both pedagogy and literature. In groups of 3 - 4, you will be required to author a script and create a digital story/movie (2 – 5 minutes in length) of your script using pictures, photographs, or another visual medium (your story will “resemble” a picture book in that the pictures/visuals/illustrations are just as important to the story as the words). Each story must fit into one of the following genres we have covered:

1) Informational books (i.e. teaches a concept or subject – this includes biographies) – Stories created in this genre must follow the guidelines for a good informational book including, but not limited to, factual accuracy, avoidance of stereotypes, avoidance of anthropomorphism, and clarity and directness of language (i.e., objective, not persuasive).

2) Fiction/Entertainment (historical, contemporary realistic, or fantasy) – Stories created in this genre must include evidence of the literary elements covered during the semester (i.e., conflict, setting, style, characterization, plot development, and theme).

Additionally, special attention will be given to your use of voice, purpose, audience, pacing, clarity, and demonstration of critical thinking.

Finally, your group must write up a BRIEF description (approximately 250 words) of your story, the genre it exemplifies (give proof), how it can be used in the classroom (i.e., to teach a concept, support a unit topic, engage students in a lesson, etc.), and why you think it is important.

A copy of each group’s digital storytelling project will be turned in via eCampus (in the “assignments” section) by Sunday, April 19th at 11:59 p.m. and will be presented in class that week.

London Group: Your digital story can be either informational or fiction, but it must reflect a concept pertinent to English literature and/or culture. For example, you will want to create something that can also be used to teach students something regarding English traditions, values, authors, etc.

**Participation** - More than one unexcused absence will impact negatively on your participation grade. More than two unexcused absences will result in an automatic drop of one letter grade per unexcused absence. In addition, class participation must be active and engaged, exhibited by eye contact, body language, and oral discussion when you have something to say—such behavior is crucial for future teachers who will in turn model behavior for their future students and will need to be enthusiastic and engaged (even on days when they don’t feel like it). This does not necessarily require frequent speaking orally in class (although this is welcome); it does mean that you are attentive and engaged. Noted text messaging, eating, chewing gum, acting bored, working Sudoku, tardiness, etc. will result in lost participation points—please be aware that, although I may choose not to personally embarrass you by reprimanding you in class for unacceptable behavior (such as eating a Big Mac, chewing gum, or texting), I will be taking notes and such behavior could negatively impact your participation points.

**Late work policy**
Late work is accepted as long as Dr. Douglass is notified prior to the assignment being late. If permission is obtained to turn in an assignment late, it will be subjected to the following penalties:
- less than 24 hours past deadline = minus 7% of maximum points allowed
- 24 - 48 hours past deadline = minus 15% of maximum points allowed
- 48 - 72 hours past deadline = minus 25% of maximum points allowed
Assignments more than 72 hours past the deadline will not be accepted

**Attendance policy**
You are allowed ONE unexcused absence in this course. Each unexcused absence after that will result in a letter-drop of your grade. Excused absences will only be considered for those that meet the university-approved guidelines.

**Expanded Schedule**

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<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
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<tr>
<td>WEEK OF:</td>
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<tr>
<td>1/20</td>
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<tr>
<td><strong>1</strong></td>
<td>Read chapters 1, 2 &amp; 5: The Child Responds to Literature, The History of Children’s Literature, and Picture Books in <em>Through the Eyes of a Child</em>. Meet UPMs/Syllabus. Exploring the many benefits of picture books and how to use them in your classroom; Picture book analysis; Big 5 Discussion. Select and begin reading your Reading/Writing Workshop book (must be read by class time the week of Feb 9th).</td>
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<tr>
<td><strong>2</strong></td>
<td><em>Bring a picture book of your choice to class today</em>. Application: using literature in your classroom for the learning domains. Writing objectives. Elements of a lesson plan.</td>
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<td><strong>3</strong></td>
<td>Chapter 4: Artists and Their Illustrations. Brief review of elements of good writing (for parent letter). Writing Element: MLA. Discuss Storybook project &amp; letter to parents, assign groups.</td>
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<td><strong>4</strong></td>
<td><strong>Must have Reading/Writing Workshop book read by today!</strong> <strong>CHAMPS Organizer due</strong>. Chapter 3: Evaluating and Selecting Children’s Literature.</td>
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<td>Date</td>
<td>Event</td>
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<td></td>
<td>Discussion of RWW books</td>
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<td>Examine the 6 literary elements (for LEP project) in depth: (1) plot, (2) conflict, (3) characterization (4) setting, (5) theme, and (6) style using info from <em>Sarah, Plain and Tall</em></td>
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<td>Writing Element: Getting Started</td>
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<td></td>
<td>Discussion of RWW requirements</td>
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<td>Meet with Storybook project groups if time permits</td>
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<td></td>
<td>Start drafting RWW paper at home</td>
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<td></td>
<td><strong>NRP “Big 5” quiz due by Friday, February 13</strong>™ at 5:00 p.m.**</td>
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<td>5</td>
<td><strong>Storybook group projects &amp; letter to parents (due on your class day/time this week). Turn in on eCampus.</strong></td>
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<td>2/16</td>
<td>Present storybook projects in class</td>
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<td>Writing Elements: Word choice</td>
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<td>6</td>
<td>Writing elements: Grammar</td>
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<td>2/23</td>
<td>Chapters 6 &amp; 7: Comparing/Contrasting Modern Fantasy and Traditional Literature</td>
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<td>7</td>
<td>Calibrated Peer Review overview</td>
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<td>3/2</td>
<td>Writing Element: Organization - Thesis, Intro, and Conclusion</td>
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<td>8</td>
<td><strong>IN-CLASS WRITING DAY I – Review writing elements &amp; work on RWW draft for CPR</strong></td>
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<td>3/9</td>
<td><strong>Papers are due in CPR on Thursday March 12™ at 11:55 pm.</strong></td>
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<td>9</td>
<td>Chapter 8: Poetry</td>
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<td>3/23</td>
<td>Review Digital Storytelling requirements and meet with groups</td>
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<td><strong>CPR process must be completed by Thursday March 26™ at 11:55 pm.</strong></td>
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<td>10</td>
<td><strong>IN-CLASS WRITING DAY II - Bring LEP and/or papers with CPR feedback</strong></td>
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<td>3/30</td>
<td>Continue work on LEP and final RWW at home</td>
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<td>11</td>
<td><strong>Final RWW paper due this week at your class day/time (turn in on eCampus, no paper copies)</strong></td>
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<td>4/6</td>
<td>Chapter 9: Contemporary Realistic Fiction &amp; Chapter 10: Historical Fiction</td>
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<td>12</td>
<td>Chapter 11: Biographies &amp; Chapter 12: Informational Books</td>
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<tr>
<td>4/13</td>
<td>Group analysis of non-fiction books</td>
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<tr>
<td>Date</td>
<td>Assignment Details</td>
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<td>Digital storytelling project with your group&lt;br&gt;LEP due on your class day/time the week of April 13th (turn in via eCampus, no paper copies)</td>
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<tr>
<td>13 4/20</td>
<td>Digital Storytelling group assignment due Sunday, April 19th by 11:59 p.m. (turn in on eCampus, no paper copies)&lt;br&gt;Present Digital Storytelling Projects in class</td>
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<tr>
<td>14 4/27</td>
<td>Course wrap up&lt;br&gt;Complete course reflection on eCampus due by Friday, May 1st at 5:00 p.m.&lt;br&gt;Complete MyWritingLab!</td>
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Log on to this site for Reading 461 course information

[EcCampus.tamu.edu](http://ecampus.tamu.edu)

Texas A&M University Rules and Regulations

**Academic Integrity Statement and Policy** (All syllabi should contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web:

http://www.tamu.edu/aggiehonor.)

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

**PLEASE NOTE: THIS IS TO BE TYPED AND ATTACHED TO ALL PAPERS, PROJECTS, AND EXAMS:**

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

[Signature of Student], University Identification Number, and Date.

**NOTE:** ALTHOUGH I TRY TO DRAFT THE SYLLABUS TO ALLOW FOR US TO FOLLOW IT AS CLOSELY AS POSSIBLE, SOMETIMES CHANGES NEED TO BE MADE, AND I RESERVE THE RIGHT TO CHANGE THIS DOCUMENT—I WILL COMMUNICATE WITH YOU IN CLASS AND/OR BY EMAIL OR ECAMPUS TO LET YOU KNOW OF ANY CHANGES.

**HELPFUL RESOURCES**

**Undergraduate Peer Mentors (UPMs):** The Undergraduate Peer Mentor (UPM) program consists of a small group of pre-service teachers hand-selected by their writing-intensive course professors for their extraordinary writing and interpersonal skills. UPM’s work to support their fellow undergraduates by offering feedback on the writing process, modeling good writing habits, and providing a supportive and encouraging voice to students' writing concerns. They are available to assist students on a first-come, first-serve basis in the UPM Office, room 210 in Harrington Tower, for help with TLAC students' writing or other
coursework. You are encouraged to meet with the UPMs for all of your major projects in this course. http://tlac.tamu.edu/articles/upm

The University Writing Center: This is a Writing-Intensive Course; please consider using the University Writing Center. The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

Children's Books Are Available:

1. Curriculum Collection on the 4th floor Annex of the Evans Library
2. UPM office (limited supplies and selections)
3. Dr. Douglass’s office (limited supplies and selections and MUST be returned promptly)
4. Bryan and College Station Public Libraries
5. Browsing at local bookstores is free!

Helpful links

Academic Calendar http://admissions.tamu.edu/registrar/general/calendar.aspx

Final Exam Schedule http://admissions.tamu.edu/registrar/general/finalschedule.aspx

On-Line Catalog http://www.tamu.edu/admissions/catalogs/

Student Rules http://student-rules.tamu.edu/

Religious Observances http://dof.tamu.edu/faculty/policies/religiousobservance.php

Center for Teaching Excellence http://cte.tamu.edu

Reviewed by University Curriculum Committee, April 2008

Reviewed by Graduate Council, May 2008

Recommended by Academic Affairs Committee, May 2008

Approved by Faculty Senate (FS.26.15), July 14, 2008

Approved by President, August 6, 2008

To review the Student Rules access http://student-rules.tamu.edu/ and click on Part 1: Academic Rules.
University Rules: Attendance

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1) Muster

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic dean.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.

7.1.5 Religious holy day. (See Appendix IV.)

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the
discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from
   Class form available at http://attendance.tamu.edu b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.2 If the student is found to be too ill to attend class by a Health Center physician, the director of the Health Center or his/her representative will, on request of the student, confirm this fact.

7.3 If an off-campus physician provides evidence of a student’s illness, the excuse documentation must contain the date and time of the illness and doctor’s opinion that the student was too ill to attend class. If a physician determines that the student is not ill, he or she will not receive an excuse. If no evidence is available, the instructor will decide whether makeup work will be allowed.

American with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Statement on Plagiarism

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own,
even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

**Teaching, Learning and Culture (TLAC) Statement**

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.
Texas A & M University
Teaching, Learning and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name________________________________ UIN:_______-_______-_______ Date __/__/__

Telephone: Home (______)_______-_________ Major________________________
Work (______)_______-_________ EMAIL ____________________________

Class: ____________________________

Circle Freshman Sophomore Junior Senior Graduate

Projected Graduation Semester_______ Year _________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.)

If this is a concern what are the possible solutions
a.
b.

Professor/Advisor/Mentor/Administrator Recommendation
________________________________________Date:___/____/____

Advisor/Professor/Facilitator

Department Head Recommendation  (denniesmith@tamu.edu)

Department Head /Designee __________________________Date:___/____/____

Dennie L. Smith, Department Head

Action/Follow-up:
Disposition Checklist 11/15/03; Revised 4/25/05

The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. Instructors: Provide supporting evidence. Add comments on the back or attach a separate sheet.

A. Attendance and punctuality
   1. Unacceptable absenteeism
   2. Frequently tardy or leaves early
   3. Rarely absent or tardy
   4. Perfect attendance

B. Initiative
   1. Passive, depends on others
   2. Has good ideas, works with limited supervision
   3. Creative and resourceful
   4. Demonstrates self-initiative and independence

C. Work habits
   1. Usually fails to complete assigned tasks
   2. Completed assignments turned in late
   3. Sometimes needs to be reminded of assignments
   4. Responsible, attends to syllabus, makes no excuses except under dire distress

D. Oral communication skills
   1. Makes frequent speaking errors
   2. Inarticulate, hesitates to express self
   3. Uses acceptable grammar
   4. Articulate, uses standard English grammar

E. Critical thinking skills
   1. Cannot analyze
   2. Struggles with initial analysis
   3. Poses thoughtful questions
   4. Distinguishes between relevant and irrelevant material

F. Quality of work
   1. Consistently hands in poor work
   2. Asks for help, then does nothing
   3. Completes the minimum required
   4. Reaches beyond the minimum and turns in excellent work

G. Appropriate attributes for morals, ethics, and

H. Respect (in action and speech) in and out of the classroom

I. Collegiality
   1. Prefers to work alone
   2. Reluctant to work with others
   3. Works well on a team
   4. Freely shares ideas and materials

J. Oral communication skills
   1. Apathetic during field placement
   2. Frequently squirrels around during field placement

K. Interactions with professors, field work personnel, and children (if applicable)
   1. Apathetic during field placement
   2. Frequently squirrels around during field placement

L. Oral communication skills
   1. Apathetic during field placement
   2. Frequently squirrels around during field placement

M. Attitude toward learners
   1. Lacks respect for others’ needs
   2. Sometimes dresses appropriately
   3. Usually dresses professionally
   4. Always dresses professionally

N. Commitment to excellence in teaching – if applicable

O. Oral communication skills
   1. Apathetic during field placement
   2. Frequently squirrels around during field placement

P. Critical thinking skills
   1. Lacks respect for others’ needs
   2. Sometimes dresses appropriately
   3. Usually dresses professionally
   4. Always dresses professionally

Q. Quality of work
   1. Consistently hands in poor work
   2. Asks for help, then does nothing
   3. Completes the minimum required
   4. Reaches beyond the minimum and turns in excellent work

R. Appropriate attributes for morals, ethics, and

S. Oral communication skills
   1. Apathetic during field placement
   2. Frequently squirrels around during field placement
values for teaching

1. Exhibits behavior contrary to attributes
2. Makes verbal comments contrary to professional attributes
3. Responds to improvement to use positive attributes
4. Applies suggestions from supervisors immediately
5. Appears committed to teaching

Additional comments

The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

- Positive attributes the student possesses related to teaching
- Impediments to the student’s progress related to teaching:
- Has this student self-disclosed any disability that effects his or her disposition? If so, explain the disability and the specific needs of the student.
- Extenuating circumstances expressed by the student and relative to the student’s coursework:
- Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
- Recommendations to the Director of Field Placement regarding this student:
- Follow-up Recommendations Attached.

Student acknowledges and understands comments  Student Signature ______________________________

Person Completing this form ___________________________  Date ___________________________
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Samuel Cohen, Department of Sociology
   Jane Sell, Head, Department of Sociology
   Steven Oberhelman, AOC Dean, Liberal Arts
DATE: November 4, 2015
SUBJECT: REPORT ON RE-CERTIFICATION OF W COURSE: SOCI 206

We recommend that SOCI 206 Global Social Trends be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:30

In the new version of this course, there is a mandatory revision policy for students who fall below an adequate level of performance that is intended to motivate students to write, revise, and proofread more attentively. SOCI 206 requires that students write 9 short papers, with 15+ opportunities to write; the grade is based on 9 of the papers they select. Formative feedback is given as each paper is submitted, and since all papers are in the same genre, no other type of feedback is required. Instruction includes a lecture on writing; students may also be referred to the University Writing Center or work with departmental Teaching Fellows who specialize in helping students with writing.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

SOCI 206: Global Social Trends

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Samuel Cohn 10.25.15
Printed name and signature SAMEUEL COHN (Date)

Received: Valerie Balester 11.3/15
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: Steven M. Oberhelman 11/26/15
Printed name and signature

Department Head: Jane Sell 10-22-15
Printed name and signature JANE SELL (Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
OFFICE HOURS

Legally: W 1-5  I am the undergraduate advisor so I am around much more than that. My official hours are posted every week on my office door and at the main sociology office. (My hours change due to other administrative commitments either to Texas A and M or to professional bodies such as the National Science Foundation.) Students may also call me at my home in Austin during the following times:

Mon 8:15 AM - 10:00 PM; Fri 8:15 AM - 5:00 PM; Sat 1:00-5:00 PM; Sun 1:00-5:00 PM

If I am not home during these hours, leave a message on my machine and I will return your call as soon as possible.

OVERVIEW

This is a course in the prediction of the future of the United States and of the world, based on the fundamental laws of social change. The course uses the history of the world from ancient times to the present to illustrate a basic set of principles that underlie the evolution of society in general. These sociological principles are then used to explain the presence of international cooperation, the dynamics of economic growth, the functionality of government, the reduction of violence in daily life, and the willingness of populations to accept particular ideologies and religious beliefs. Students are then taught how to use historical experience to make specific predictions about the future.
LEARNING OBJECTIVES

1. Learn the causes of social change and the determinants of the features of societies and world systems.

2. Learn to use historical and cross cultural materials to understand contemporary American phenomena and to predict future global dynamics.

3. Write clear error-free comprehensible prose suitable for professional communication.

GRADING AND EVALUATION

This is the writing intensive version of Sociology 206. It can be used to fulfill the writing intensive requirement for sociology majors.

The grades for the course will be based on nine papers. These papers are two to three pages long. A detailed list of paper topics and due dates can be found at the end of this syllabus.

There are no other evaluations for this class. 100% of your grade is based on your grade on these papers, all of which are weighted equally in the final calculation.

Note that more than nine paper topics are assigned. Generally, one paper is given every week, plus there are opportunities to write papers during the final exam period. Students are free to skip as many papers as they like—so long as they have turned in ten papers by the end of the semester. If they choose to write more papers than the ten paper minimum, their final grade will be based on their ten best papers. This system provides students with substantial flexibility, since, as long as they meet their quota, they can avoid writing papers on any particular week when other time demands become distracting.

Furthermore, students are allowed to take two extensions. This means they can turn in their paper up to one class late. (They may not take both extensions on the same paper, and turn it in two classes late.) Multiple drops, the provision of two extensions plus the fact that papers are only two to three pages long should allow most students to easily handle the workload of this course.

Papers are to be turned in AT THE BEGINNING OF CLASS on the day they are due. Papers turned in at the middle or end of class are viewed as being late and count as one of your extensions. This is done to prevent students from “skipping class” to write their papers.
MANDATORY REWRITE POLICY

One of the primary purposes of this class is to teach professional writing. As such, it is my personal goal that no student leave this class without demonstrating the full capacity to write clear comprehensible error-free prose.

I therefore require papers with particularly bad writing to be partially rewritten in order to receive credit.

If your paper comes back with a grade and RW, the RW means that you have to rewrite the paper. If you do, you get the grade that is indicated on your original paper.

If you don’t the paper does not count, and it is as if you submitted nothing at all.

I will never ask you to rewrite an entire paper.

Usually, you will just have to redo one particularly bad section.

Here are the “Error Messages” you can receive – and what you have to do in the rewrite to have your paper count.

Excessively Long Sentences

This one is easy to fix. I will point out one paragraph I want you to redo. Rewrite that paragraph with shorter sentences.

Grammatical and Syntactical Errors

I will indicate what paragraph I want you to rewrite, and what errors exist in that paragraph. Send me a clean version of the paragraph without those errors.

Vocabulary Errors

I will indicate what paragraph I want you to rewrite, and what words are being used inappropriately. Send me a clean version with a better choice of words. In nearly all of these cases, a student will have chosen a fancy complicated word that does not mean what the student thinks it means. Substituting a word in plain everyday English for the fancy term is usually enough to make the appropriate repair.

Paragraphing

Papers are supposed to have at least three paragraphs per page, one topic per paragraph and a topic sentence starting every paragraph. If your paper has too few paragraphs or the paragraphs contain unrelated material, I will ask you to reparagraph.

Here you do not have to actually rewrite any paragraphs.

Instead send me a list of the topic sentences that you should have had for the paragraphs for the paper. Reimagine the paper properly paragraphed; figure out what the topic sentences would have been for those paragraphs, and just send me the list of what those topic sentences would have been.

Frontloading
I require, for reasons I will explain in the How-To-Write-Well Lecture that students summarize their entire argument in the first paragraph of the paper, and that the first sentence of that paragraph be a one-sentence summary of their entire argument.

If a paper is not frontloaded, I will ask that the student write a new first paragraph for the paper that gives the entire argument of their paper in concise form.

* I will only require one type of rewrite be done for any particular paper—even if your paper has all five types of problems. You can never get hit up with a “quintuple” rewrite. If your paper has multiple types of problems, I will tell you which problem I want you to work on for that particular paper, and you send me the rewrite on the problem I ask you to fix.

Most student papers will not have to be rewritten. Many students will not have to rewrite a single paper for this course. I reserve rewrites for when a particularly serious writing problem exists. No problems? No rewrite!

COHN’S NO STUDENT ELECTRONIC MEDIA IN THE CLASSROOM RULE

THIS IS A NO-LAPTOP // NO CELL-PHONE // NO PDA CLASS.

STUDENTS ARE FREE TO (AND ENCOURAGED TO TAKE NOTES). HOWEVER THESE MUST BE WRITTEN NOTES ON PAPER. I WILL IMMEDIATELY STOP LECTURING ANYTIME A STUDENT HAS A LAPTOP ACTIVE OR A HANDHELD ELECTRONIC DEVICE IN OPERATION. THIS IS DONE TO RAISE STUDENT’S GRADES. STUDENTS WHO USE PHYSICAL MEDIA RATHER THAN LAPTOPS OR ELECTRONIC DEVICES TEND TO GET BETTER GRADES. THIS IS BECAUSE THEY PAY MORE ATTENTION IN CLASS.

READINGS

Most of the readings for the course can be found in the electronic course reserve section of the library. There will be a special section of the course reserves webpage with the material for this class.

There are also a number of books which students are expected to purchase. I have placed all of my book orders with the Northgate branch of the Texas Aggieland Bookstore. This is of course a free country with a free market. Students are at liberty to buy their books from whomever they choose. However, all of the books will be available at the Northgate Texas Aggieland store for those students who prefer one-stop shopping.

Here are the books that have been ordered.


**AGGIE HONOR STATEMENT**

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

**ADA STATEMENT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

Week 1:

Class A: Administrative Introduction to Class & Short Lecture on the Life Span of Civilizations

Class B: Introduction to Rules of Good Writing

This week’s reading is a self-standing reading designed to prepare you for the work of Weeks 2 and 3 rather than cover the lectures of Week 1 per se.

Week 2:

Class A: The Determinants and Limits of Secularization

Class B: Social Network Models of Ideological Change


Chapter 4. Pp. 73-93.

Week 3:

Class A: Organizational Models of Religious Change

Class B: The Internet, Globalization and Social Change


Read all the other chapters you have not read yet.


Special Mandatory Requirement for This Week Only: Physically print out this article and staple some blank sheets of paper to the end. Bring this augmented hard copy of the article with you to class both days this week. You will be taking notes right on the document itself.

Parsons will be covered in both classes this week.

This article is one of the great classics in conservative social theory. The emphasis is on the need for cooperation to produce social progress and the fundamental role of values and value enhancing institutions in creating such cooperation. His analysis of value creation has some unusual surprises.
Unfortunately, conservative social theory is often difficult to read. (Everything in life has its price.)

You do NOT want to skip class this week, because the lectures are essential to making this material comprehensible.

But the return on your effort will be extraordinary. This may be one of the most profound readings you study while at Texas A and M.

Week 5. World Systems Theory

Class A: The Historical Interrelation Between the Core and Periphery of World Systems

Class B: Classical Underdevelopment Theory


Chapter 3. Pp. 44-52 ONLY.


Week 6: Underdevelopment and Nationalism

Class A: The Secrets of Successful Late Economic Developers

Class B: Big Government That Helps Development, Big Government That Hurts Development


Chapters 2-5. Pp. 40-121.

This is one of the most left-wing readings you will get in the course. Actually, the author is a Korean economist at Cambridge University in England … and in South Korea, these positions are enthusiastically endorsed by the business community. “Left” and “Right” don’t always mean the same thing in other cultures as they do in the United States. That said, many Texas
students will find Chang's arguments very radical. The question that has to be asked is whether his facts back him up.

Week 7: Crime

Class A: Long Term Trends in Violent Crime

Class B: Sociological Determinants of Crime Rates


Chapters 4, 6.

Week 8: Corruption

Class A: Sociological Determinants of Corruption

Class B: Determinants of State Strength and State Weakness


(Note: This is available through Electronic Reserve as a pdf made by the electronic librarian himself. You can also get this directly from the Economist website. If you do this, be aware. British Websites are often organized incompetently, and the site for the Economist is no exception. In particular, the article is filled with false End of Article marks, along with bogus requests if you wish to move to the next article. To get the real whole article, you have to keep flashing ‘See Next Article’ over and over and over again. Don’t stop seeing next article until the next article stops talking about Nigeria. The pdf made for our library reserve page should be clean enough.)

Week 9: Revolutions and Agrarian Uprisings

Class A: Determinants of Revolutions
Class B: Determinants of Agrarian Uprisings


Week 10: Protest

Class A: Resource Mobilization Models - Resources

Class B: Resource Mobilization Models – Mobilization


Chapter 2. Pp. 23-50 only. (Note: This is a chapter on what doesn’t predict social movement activity, not what does.)

Chapter 3. All. (The chapter on what does work.)

Week 11: Intensive Labor Conflict / Intensive Ethnic Conflict

Class A: Sturmthalian Crises
Class B: Materialist Models of Ethnic Conflict


Week 12: Decline and Fall of Civilizations

Class A: Kondratieff Cycles

Class B: The Core Model of Social Decline

Chapter 11. Pp. 269-83 ONLY.


Chapter 2. Pp. 51-118

Week 13: (Thanksgiving Half Week) Positive Solutions


Week 14: Population/Ecology

Class A: The Determinants of Population Growth

Class B: The Ecological Consequences of Population Growth


Chapters 4-5. Pp. 89-156.


Chapters 3-6. Pp. 31-62.

Week 15 (Half Week): The Coming Republican Revolution


Chapter 4. All. (pp. 97-123)

Chapter 8. Pp. 203-211 only.

Chapter 9. Pp. 221-236 only.
WRITING ASSIGNMENTS

Assignment 1: Due September 7 at the beginning of class.

1) The two chapters in Stark seem to talk about different subjects – but actually make similar points in two different arenas. What are the core similar points of these chapters? Defend your choices by referring to specifics of the reading.

2) What do these two chapters suggest about what religious groups will be successful or unsuccessful about propagating their faith in future eras?

Assignment 2: Due September 14 at the beginning of class.

1) Why are modern societies more secular than those that existed earlier in history? Use both logic and facts in your answer. Logic is theoretical reasoning. Facts are actual statistics, historical incidents or scientific studies.

2) Assume that there is one theology that is true (which is probably the case, given that most other scientific realities tend to be explainable by one basic set of causes). Why doesn’t everyone in the world end up with the same religion? Explain this using as much reading and lecture material as possible.

Note in doing 2) that there are two “easy” arguments that are less convincing than you would think.

i) Religion is so personal that no one can really learn from anyone else. (If this was the case then if the world had 7 trillion people -which it almost does -there would be 7 trillion religions.

ii) People are born into different traditions and these don’t change. (But how do you explain religious conversions such as those discussed in class?)

Assignment 3: Due September 21 at the beginning of class.

What other factors besides those covered in weeks 1 and 2 of the course determine which religions grow and which ones decline? Take into account materials from lecture, materials from the reading for this week, and ideas that you think of yourself.
Assignment 4: Due September 28 at the beginning of class.

1) Summarize the Parsons article in approximately one page.

2) On the basis of Parsons' arguments, what would you say is the prognosis for social progress in contemporary American society?

Assignment 5: Due October 5 at the beginning of class.

1) Use World System and Underdevelopment Theory to explain why the United States is rich and Mexico is poor. (80% of paper length and grade.)

2) Now add one other factor that these theories might have missed. (20% of paper and grade)

Hint: On part 2, don't just jump in and say Mexico lacks education. If you think about it, world systems theory has a reason why Mexico lacks education, a reason that would look pretty good in part 1 of the assignment.

Assignment 6: Due October 12 at the beginning of class.

Write a review of the Chang reading. This means summarize the main argument, identify the claims Chang makes that are supported by factual evidence and logic, and then identify the claims Chang makes that are not supported by factual evidence and logic. Overall, how strong is his case?

Assignment 7: Due October 19 at the beginning of class.

1) Do the readings support or not support the arguments about crime made in lecture? Defend your answer.

2) On the basis of the material presented in lecture and reading, do you think crime in the United States will go up or down? Why do you think so?

Hint: Arguments that crime is likely to go up or down based on the presence of “drugs” or the presence of “my least favorite ethnic group” are not likely to be very convincing. Drugs are a form of crime, so explaining crime with drugs is like explaining crime with crime. Likewise, every ethnic group has its famous criminals. What ethnicity was Billy the Kid? What ethnicity are yakuza?
Assignment 8: Due October 26 at the beginning of class.

1) Imagine that Robin Theobald, the author of the first reading for this week, was the editor of the Economist, and was reading the article on Nigeria prior to publication. What would he agree with? What would he criticize?

2) Answer a) or b). Your choice as to which of the two options in part 2) that you write about.
   a) You have just turned completely evil, and want to increase amount of corruption in the United States to Nigerian levels. How would you do this?
   b) You are a courageous and dedicated reformer and want to decrease the amount of corruption in Nigeria to U.S. levels. How would you do this?

Assignment 9: Due November 2 at the beginning of class.

You are now working for the CIA on their Cuba desk. Your job is to predict the likelihood of either a full-fledged anti-communist revolution or a smaller agrarian uprising in Cuba. You are expected to submit a full analysis of this question in three months.

You are frankly totally uninformed about Cuba. Before you took the job, it was all you could do to find Cuba on a map … and read the Wiki page on Cuba (which is not all that helpful.)

That said, you are going to do your best to get up to speed so you can do your job. You intend to have your spies deliver you historical and contemporary documents, run a scan on Cuban newspapers and internet content and have your agents talk to Cuban informants so you can do your analysis.

For this job to be at all do-able in three months, you are going to need to know “what you are looking for” before you start your scans. On the basis of the readings and lectures for this course, what should you be collecting data on … and why?

Assignment 10: Due November 9 at the beginning of class.

Pretend that you have been hired by the (fictional) Professor Martinez as her research assistant two days before her tragic death in a car accident. She had been engaged in a study of Mexican American street protests in favor of more lenient immigration policy. She had collected an amazing dataset that listed pro-immigration-leniency protests in the United States coded by their date, their location and how big they were. The data are amazingly complete and would allow for a great analysis of what cities with Mexican American communities did or did not have pro-immigration protests.
The catch: she did not have time before her death to collect any data on the causes of protest; she only has data on the protests themselves.

The university comes to you and asks you if you can save her project.

Tell the university what factors do you think would be likely to be associated with locations with high pro-immigration protest activity as opposed to low-immigration protest activity so they can collect the rest of the data for the analysis. Use lecture and Snow and Soule as appropriate.

Assignment 11: Due November 16 at the beginning of class.

1) Does the Chan and Ngai reading illustrate a Sturmthalian crisis or is something else going on? Explain your answer.

2) Do the readings on ethnic conflict provide compelling factual support for the theories given in class? Explain your answer.
Assignment 12: Due November 23 at the beginning of class.

Warm Up Question: Provide a hand-written copy of the model of Social Decline given in class. (Pass/Fail grading on the warm-up.)

The Real Question: How near is the United States to undergoing the catastrophic declines described in the unit of social decline? What realistic scenarios would push the US into the danger zone? (2 pages please)

Assignment 13: Due November 30 at the beginning of class.

1) Does the Pearce represent a useful response to the problems associated with the core model of social decline?

2) Does the Pearce represent a useful response to the problems associated with the causes of social decline identified by Collier?

3) Over and above the factors discussed by Pearce, what else would help?

Assignment 14: Due December 7 at the beginning of class.

1) Describe the probable trends in world population in the next century. Defend your answer.

2) List as many consequences of these populations trends as you can. Consider both ecological and non-ecological effects. More is more here. Your grade on this half is based on the sheer number of effects that you find. You can keep each effect at one sentence or so to leave more space for making a long list.

Final Exam Period

There will be one to three more papers that will be assigned on the last day of class and will be due whenever your final exam for this course would be due.

Unlike the other paper topics for the course, these will be surprises. If there is only one paper, it will involve the O'Connor. Any extra papers on top of the O'Connor paper are likely to be cumulative.
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Samuel Cohn, Department of Sociology  
Jane Sell, Head, Department of Sociology  
Steven Oberhelman, AOC Dean, Liberal Arts

DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 322

We recommend that SOCI 322 Industrial Sociology be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:30

In the new version of this course, there is a mandatory revision policy for students who fall below an adequate level of performance that is intended to motivate students to write, revise, and proofread more attentively. SOCI 322 requires that students write 9 short papers, with 15+ opportunities to write; the grade is based on 9 of the papers they select. Formative feedback is given as each paper is submitted, and since all papers are in the same genre, no other type of feedback is required. Instruction includes a lecture on writing; students may also be referred to the University Writing Center or work with departmental Teaching Fellows who specialize in helping students with writing.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

SOCI 322: Industrial Sociology

__________________________________________________________________________

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: ____________________________
Printed name and signature SAMEUEL COHN (Date)

Received: ____________________________
W and C Course Coordinator, University Writing Center (Date)

Approvals:

College Dean: ____________________________
Printed name and signature (Date)

Department Head: ____________________________
Printed name and signature JANE SELL (Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
SOCIOLOGY 322
INDUSTRIAL SOCIOLOGY
SPRING 20XX
PROFESSOR SAMUEL COHN
WRITING INTENSE FORMAT

T,R 11:10-12:25
Bright 102

Office: 417 Academic
Office Phone: 845-0814
Home Phone: (512) 454-8802

OFFICE HOURS

Wednesday 1-3

Students may also call me at my home in Austin during the following times:

Mon 8:15 AM - 8:00 PM; Fri 8:15 AM - 5:00 PM; Sat 1:00-5:00 PM;
Sun 1:00-5:00 PM

COURSE OVERVIEW

This is an introduction to industrial sociology – with an emphasis on those subjects and literatures that have the most practical applications for students entering the labor market.

The small percent of this class that is going on to sociological graduate school will recognize the obvious relevance of these materials to the study of social stratification, macrosociology and organizational behavior. The theoretical materials covered here are not replicated anywhere else in the Texas A and M sociology curriculum.

However, the course is primarily designed to be useful for leadership development in business and in the non-profit sector. These materials are the foundation of strategic organizational design and human resource management. The course also contains a substantial amount of material on personal career management,
including the determinants of job security, upward mobility, individual performance and salary levels.

For most students, this will probably be the most practical course they take while they are at Texas A and M. That it also covers some of the most profound theoretical material in the scientific study of sociology is an extra benefit.

**GRADING AND EVALUATION**

The grades for the course will be based on nine papers. These papers are only two to three pages long. The topics and dates for these papers are given at the end of the syllabus. The papers require no outside research, but merely familiarity with the course material and intelligent thinking. (Okay, there are some exceptions to the no-research rule, which you can easily identify by reading the paper topics. But the no-research rule applies most of the time.) I grade both on content and on writing quality.

There are no other evaluations for this class. 100% of your grade is based on your grade on these papers, all of which are weighted equally in the final calculation. There will be anywhere from one to three final papers given on the last day of class, and due whenever the final exam for this course would be given. These papers can count towards one of your ten, and will have formats similar to the other papers.

Most students have busy schedules. Therefore, I introduce some flexibility into the evaluation system to allow people reasonable breathing space. (Some weeks you are likely to be distracted by demands from other courses, and everybody gets sick, has personal crises or has amazing opportunities to fly to New York for a weekend.)

Here are the loopholes. The papers given during the semester and the one given during finals week add up to more than ten papers. This means you can ignore any extra papers above and beyond your ten. You don't have to ask the professor's permission and you don't have to reserve your skips in advance. If it feels good, just do it.

Likewise, everyone is allowed to take two extensions. This means they can turn in their paper, exactly one class late. (You may not take both extensions on the same paper, and turn it in two classes late.) Several drops plus two extensions buys everybody a lot of flexibility for dealing with the vagaries of the A & M schedule.
Since the papers are only two pages long, most people should have no problem managing the workload.

In some cases, I will be giving “answers” to questions given on the papers on the day the papers are turned in. This potentially could give an advantage to students who are taking extensions, since they will be getting official answers for free. I reserve the right to slightly modify paper topics for students taking extensions to insure that extension papers and non-extension papers are of the same level of difficulty.

Papers need to be turned in within the first five minutes of the class on which they are due. Papers turned in after the five minute mark are viewed as “late” and use up extensions.

The reason for this rule is obvious.

**MANDATORY REWRITE POLICY**

One of the primary purposes of this class is to teach professional writing. As such, it is my personal goal that no student leave this class without demonstrating the full capacity to write clear comprehensible error-free prose.

I therefore require papers with particularly bad writing to be partially rewritten in order to receive credit.

If your paper comes back with a grade and RW, the RW means that you have to rewrite the paper. If you do, you get the grade that is indicated on your original paper.

If you don’t the paper does not count, and it is as if you submitted nothing at all. I will never ask you to rewrite an entire paper.

Usually, you will just have to redo one particularly bad section.

Here are the “Error Messages” you can receive – and what you have to do in the rewrite to have your paper count.

*Excessively Long Sentences*

This one is easy to fix. I will point out one paragraph I want you to redo. Rewrite that paragraph with shorter sentences.
Grammatical and Syntactical Errors

I will indicate what paragraph I want you to rewrite, and what errors exist in that paragraph. Send me a clean version of the paragraph without those errors.

Vocabulary Errors

I will indicate what paragraph I want you to rewrite, and what words are being used inappropriately. Send me a clean version with a better choice of words. In nearly all of these cases, a student will have chosen a fancy complicated word that does not mean what the student thinks it means. Substituting a word in plain everyday English for the fancy term is usually enough to make the appropriate repair.

Paragraphing

Papers are supposed to have at least three paragraphs per page, one topic per paragraph and a topic sentence starting every paragraph. If your paper has too few paragraphs or the paragraphs contain unrelated material, I will ask you to reparagraph.

Here you do not have to actually rewrite any paragraphs.

Instead send me a list of the topic sentences that you should have had for the paragraphs for the paper. Reimagine the paper properly paragraphed; figure out what the topic sentences would have been for those paragraphs, and just send me the list of what those topic sentences would have been.

Frontloading

I require, for reasons I will explain in the How-To-Write-Well Lecture that students summarize their entire argument in the first paragraph of the paper, and that the first sentence of that paragraph be a one-sentence summary of their entire argument.

If a paper is not frontloaded, I will ask that the student write a new first paragraph for the paper that gives the entire argument of their paper in concise form.

* I will only require one type of rewrite be done for any particular paper – even if your paper has all five types of problems. You can never get hit up with a “quintuple” rewrite. If your paper has multiple types of problems, I will tell you which problem I
want you to work on for that particular paper, and you send me the rewrite on the problem I ask you to fix.

Most student papers will not have to be rewritten. Many students will not have to rewrite a single paper for this course. I reserve rewrites for when a particularly serious writing problem exists. No problems? No rewrite!

Where to Find the Readings

The shorter readings are available on line on the Texas A and M electronic course reserve webpage for our course.

The longer readings are in books that will have to be purchased.

Nowadays – it is much more efficient for students to buy their own books from on-line vendors than to use brick and mortar bookstores.

Students should purchase the following books on-line or wherever they like.


HOUSE RULE ON ELECTRONIC DEVICES IN THE CLASSROOM

NO LAPTOPS, CELL PHONES OR BLACKBERRIES IN CLASS.
This rule is designed to RAISE student’s grades. Most students vastly overestimate their ability to multitask. They are listening to lecture, taking notes, finishing their chemistry assignment and checking their email all at once - thinking that they are doing all these jobs well. Such confidence is usually misconceived. Cognitive psychologists have actually tested college students’ ability to multitask and have found that their cognitive performance declines significantly when their attention is divided.

For me, the clincher was a study reported in the Chronicle of Higher Education of a law professor who ran two sections of his law course, with and without bans on laptops. The non-laptop class turned in finals that were of much higher quality than the laptop section.

Therefore, in the interest of student learning, you cannot use any electronic devices during class time. Feel free to bring traditional paper-based notebooks to class, and to take all the notes you like. If you really need electronic versions of class materials for your own personal use, you can scan your hard copy notes into your computer after class.

**AGGIE HONOR STATEMENT**

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)
ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

COURSE OUTLINE

Week 1 Class A: Administrative Briefing and Writing Instruction

Week 1 Class B: Writing Instruction


Chapter 5. Pp. 50-62

This is a fun little read that I will not be lecturing on in class. You have to write your first paper based only on what you can learn from the reading itself. If you always thought people were always rational and intelligent, this will make you think again.

(Tip: The abbreviation “MPC” in the reading means marginal propensity to consume. It roughly means what percentage of any given funds get spent on consumption. The vocabulary word “liquidity” means your ability to get money out of one investment to put in another. A rare sculpture that you can’t sell has zero liquidity. You’re stuck with the sculpture. Cash which you can turn into anything you like has high liquidity.)

Assignment 1: Due Tuesday of Week 2 at the Beginning of Class

1) Summarize the Thaler reading. Your summary should be about a page long. Do not forget the instructions you were given in class – particularly involving the frontloading of main points.
2) Thaler writes about “calculation” errors. The subject has all of the data at hand – and yet makes a systematic mistake in their reasoning that leads to wrong conclusions. Can you think of another kind of systematic “calculation” error that Thaler does not talk about but which might be pretty common? Describe what this error is and why you think it exists.

**Week 2 Class A: Four Ways to Be Pathological At Work**

**Week 2 Class B: Origins of Stupidity at Work – Multiple Utilities**


Chapters 3, 6, 7 and 8.


Chapter 3. Pp. 30-51. (The Chapter on Goals)

Assignment 2: Due Tuesday of Week 3 at the Beginning of Class

Use the Kanter and the Cyert and March to analyze one situation where your own personal performance was less adequate than it should have been.

**Week 3 Class A: Origins of Stupidity at Work – Degenerate Search Protocols**

**Week 3 Class B: How to Get Power in Organizations – Labor Market and Contingency Factors**


Chapter 4. Pp. 52-98. (The Chapter on Expectations)


Assignment 3: Due Tuesday of Week 4 at the Beginning of Class
a. Summarize the Cyert and March Chapter on Expectations in plain English.

b. Imagine two movie studios – one in which the directors are very powerful and get everything they want – and the other in which the studio executives have all the power and can basically dictate terms to the directors.

Using the lecture on power and the reading – how might one explain this difference?

(Hint: in this example, the social network considerations that will be discussed in Week 4 are probably not very relevant.)

**Week 4 Class A: How to Get Power in Organizations – Social Network Considerations**

**Week 4 Class B: Organizational Innovation**


Chapter 3, pp. 69-101
Chapter 6, pp. 156-179

Assignment 4: Due Tuesday of Week 5 at the beginning of Class.

You are the leader of a new religion.

(The moon is God. The sun is the Devil. All followers need to take moonbaths every night – and completely cover up every inch of exposed skin on days with no cloud cover. Your followers wear a lot of veils and masks.)

You are very concerned that heretics will rise up in your congregation and try to change the theology and the religious practice.

Design your religious organization – so there will never never never be any innovation – meaning that the religious practice and the doctrine will never change.
Use lecture, Kanter and Dill in your answer. The more uses you can find, the better the answer will be.

Week 5 Class A: Bureaucracy versus Human Relations Theory as Organizational Best Practice.

Week 5 Class B: The First Disaster Lecture – Catastrophic Accidents


Assignment 5: Due Tuesday Week 6 at the Beginning of Class

All three of the authors this week have different ideas about what causes catastrophes.

a) For each author – take a half a page and describe how he would critique the other two authors.

b) Decide which of the three authors is the most convincing. Defend your answer in a one page statement.

Week 6 Class A: The Second Disaster Lecture – Layoffs

Week 6 Class B: Financial Crises


This is a full length video that was originally released for mainstream cinema. You can obtain this from the library or from websites or stores that rent videos. (Netflix, Blockbuster etc.)

Assignment 6: Due Tuesday Week 7 at the Beginning of Class

a) Summarize the lecture on layoffs
b) What needs to be done to prevent the disastrous events described in *Inside Job* from happening again? List as many reforms as you can – being as specific as you can as to how this would relate to the problems identified in the video.

**Week 7 Class A: Kondratieff Cycles and Global Depressions**

**Week 7 Class B: Fiscal Crises and the Decline of Capitalism**


Chapter 11. Pp. 269-83 ONLY.


Chapter 4. All. (pp. 97-123)
Chapter 8. Pp. 203-211 only.
Chapter 9. Pp. 221-236 only.

Assignment 7: Due Tuesday Week 8 at the Beginning of Class

You are sitting at a Starbucks with a highly argumentative and stubborn tablemate who thinks everything is just going to be fine so long as the correct political party wins all of the relevant elections. This person is highly skeptical and fairly intelligent.

How would you prove to this person that Kondratieff cycles and O'Connorian crises are real and require attention?

Anticipate the counterarguments that your companion might make and how you would respond to his or her challenges.

**Week 8 Class A: Human Capital and the Process of Skill Acquisition**

**Week 8 Class B: Universities and America's Capacity to Compete Globally**


Chapter 4. Pp. 84-87 and 111-117 Only.,


Chapters 1, 3, 7, 8. Pp. 11-44, 75-109, 193-244.

NOTE: Pay particular attention to pages 197-198.

Assignment 8: Due Tuesday of Week 9 at the Beginning of Class

a) Summarize the Sowell, Lipsey and Chrystal and McConnell et al. readings accurate using three sentences per reading.

b) China is carefully studying American universities and the U.S. scientific funding system and is imitating “best” American practice as their strategy for catching up and obtaining technological dominance.

What practices are the Chinese probably implementing?

What should we do in response to keep from losing our competitive position?

SPRING BREAK

**Week 9 Class A: European Secrets of Job Creation and Job Preservation**

**Week 9 Class B: Scandinavian Secrets of Job Creation and Job Preservation**


Assignment 9: Due Tuesday Week 10 at the beginning of class

a) Summarize the Cameron.

b) Go to any 2012 copy of the *Economist* magazine and look up the most recent figures on unemployment rates in nations. Print or copy that table and attach it to your paper. Are the same nations who were doing well relative to others in Cameron’s article still doing well today?

c) Why exactly do Cameron’s arguments work? How does his formula for job creation really create jobs?

(If you think Cameron is wrong, you are free to take him on. Make sure though that your arguments are consistent with the differences in unemployment rates among nations that you find in your table from the *Economist* magazine.)

**Week 10 Class A: German Secrets of Job Creation and Job Preservation**

**Week 10 Class B: East Asian Secrets of Job Creation and Job Preservation**


Note that the *Economist* has a very strong bias against state capitalism – and in favor of limited government intervention in the economy. When it starts to critique state capitalism (and when it praises it), check to see if they have the facts to back up their opinions. They sometimes try to “slide one in”.

Assignment 10: Due Tuesday of Week 11 at the beginning of Class

a) According to the readings, what are the differences between the German and East Asian systems for promoting economic growth?
b) Could either of these systems be used in the poor countries of Africa? Explain your answer.

**Week 11 Class A: The Origins of America’s Unique Form of Capitalism**

**Week 11 Class B: Which Produces More Economic Growth – Shifting Money From the Rich to the Poor or Shifting Money from the Poor to the Rich?**


Chapter 1. Pp. 15-16 only.


Comprehension help: In this reading – where you see “Washington Consensus” or “Neoliberal” read “Tea Party” or “Reduce the Size of Government Involvement in the Economy”. Many of the goals of the Tea Party or of people who wish to reduce the scope of government are listed in the left column of Table 1.1. The Washington Consensus was an attempt to impose “pure” deregulationist anti-government reform on much of the Third World. Later moderates added the stuff in the right column of Table 1 which watered down the plan somewhat. If you translate Washington Consensus into reform to reduce-the-size-of-government the article becomes a lot clearer.

Assignment 11: Due Tuesday Week 12 at the Beginning of Class

a) Summarize the lecture on income distribution and economic growth.

b) Take the model of why the United States came out differently than did other nations in capitalism. Does this same model help to explain why in America, the Northeast and Midwest came out differently than the South? Explain why or why not?

**Week 12 Class A: The Very Real Problems of White Anglo Males**
**Week 12 Class B: Racial Stratification in the United States**


Assignment 12: Due Tuesday of Week 13 at the Beginning of Class

a) Summarize the Morris and Western

b) Summarize Cohn Chapters 1 and 6 on race

c) Take either the problems of black males or the problems of white males. (Your Choice.)

What practical solutions exist that would help reverse the adverse trends they are experiencing?

**Week 13 Class A: Gender Stratification in the United States**

**Week 13 Class B: The History of the American Labor Movement**


All the Chapters EXCEPT Chapters 1 and 6.


   Chapters 2,3.

You will actually need Sloane and Witney for Assignment 14 (definitely) and 15 (possibly) and not Assignment 13 – but it is wise to get the head start now.
Assignment 13: Due Tuesday of Week 14 at the Beginning of Class

a) According to Professor Cohn, why are women paid less than men?

b) Use the logic of the Cohn book to explain why women are not likely to become auto mechanics.

c) Science Fiction scenario:

A new steroid is invented that increases muscular strength dramatically; however it only works on females. The new steroid has beneficial rather than harmful side effects, so – with the full approval of the medical establishment - both women and girls are taking the new pill. Females are now really really strong.

How would this affect the male female pay differential – and how would this effect the male female ratio in auto repair?

Week 14 Class A: Theory of Labor Relations I

Week 14 Class B: Theory of Labor Relations II


Chapter 2. Pp. 23-50 only. (Note: This is a chapter on what doesn’t work, not what does.)

Chapter 3. All. (The chapter on what does work.)

Assignment 14: Due Tuesday of Week 15 at the beginning of class.

a) Summarize the lectures on the determinants of labor strength.

b) Use Snow and Soule and the lectures to answer the following question:

Professional basketball players have a fairly strong union that has been able to extract significant concessions from management.

The owners have consistently tried to weaken the players’ unions with not a great deal of success.
Do One of the Following:

Explain what the Basketball Players’ Union could do to further increase its bargaining power OR

Develop a strategy for the owners to break or weaken the power of the Players’ Union.

**Week 15: The Only Class: Bargaining Strategy**

The Assignments for Week 15 will be announced on the last day of class.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Katheryn Ann Dietrich, Department of Sociology
     Jane Sell, Head, Department of Sociology
     Steven Oberhelman, AOC Dean, Liberal Arts
DATE: November 4, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 430

We recommend that SOCI 430 Contemporary Sociological Theory be certified as a writing (W) course for four academic years (1/16 to 1/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:25

Since original certification four 1000-word essays instead of three 1500-word papers are required, and writing studios conducted by the University Writing Center (or the instructor if the center is unavailable) are incorporated as workshop time. In the essays, students analyze contemporary sociological theory in the light of real-life applications. The percentage of the grade based on writing has increased from 33% to 40%. Feedback occurs in peer groups during the writing studios for the first three essays. Instruction includes assigned readings on writing and a conferences with the instructor on request. Students can get extra credit if they visit the University Writing Center.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):

   CAP 430, Contemporary Sociological Theory

2. Have this form signed by both the department head and the college dean. Provide a copy of the
   syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Katherine Ann Druker
Printed name and signature
(Date)

Received: Valerie Balester 9/18/15
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: Steven M. Oberhelman
Printed name and signature
(Date)

Department Head: [signature]
Printed name and signature
(Date)
INSTRUCTOR: Dr. Katheryn Dietrich  
306 Academic Building  
Office Phone: 845-9223  
e-mail: kdietrich@tamu.edu

OFFICE HOURS: Will be posted on eCampus each week and by appointment

REQUIRED READINGS are posted online on our eCampus site.

COURSE DESCRIPTION:  
Basic ideas of contemporary sociological theory: structuralism, functionalism, conflict, symbolic interaction,  
exchange and their application to current research.  Prerequisite: SOCI 230.

COURSE OBJECTIVES:  
This course overviews major currents of thought in contemporary sociological theory. To place them in comparative  
context, we briefly trace their origins in classical social philosophy and sociology, but we concentrate primarily on  
major theoretical contributions to sociology since the latter half of the 20th century. To help us understand the utility  
of these theoretical ideas for empirical analysis of social behavior, we give examples of how the theories can be used  
to analyze contemporary social events and trends and argue the theories' strengths and weaknesses in this respect.

This section of SOCI 430 is a writing intensive course. This means that the course is designed to enhance students’  
writing capabilities in the discipline of sociology. To accomplish this objective, the course includes writing  
assignments that will be graded for both substantive theoretical analysis and writing skills. Writing instruction is  
provided by a writing workshop and studios, consultations at the TAMU Writing Center, and individual conferences  
with the instructor or her teaching assistant. Additional sources of writing instruction are required online reading  
assignments and writing instruction website links available on our eCampus site.

GRADING:  
Class Discussion/Attendance 15%  
3 Exams 45% (15% each)  
4 Analytical papers 40% (10% each)  
Consultation TAMU Writing Center Extra Credit

Class Discussion/Attendance  
Much of the benefit of this class will come through class discussion. As such, class attendance is paramount.  
Attendance will be determined through an attendance sheet that will be circulated at the beginning of each class  
(which means if you are late, you will not receive an attendance grade).

You also will be expected to participate in class discussion, so it is imperative that you read the assigned  
readings before class and be prepared to answer questions related to these readings. This does not mean that  
you need to have the correct answer to every question, but it does mean you need to be prepared to discuss the  
assigned material. In addition, I encourage you to use class participation as an opportunity to ask questions that  
are relevant to the theories we are covering. Keep in mind, though, that this is a sociology course.  
Consequently, discussions should be based on scholarly thought.

Exams  
Exams will consist primarily of long- and short-answer essay questions but will include some multiple-choice  
questions. They will cover assigned readings AND class lectures. [NOTE: You can NOT expect to pass this  
course if you do not come to class and take good notes.] Make-up examinations will be given only for university excused absences (see below).
Analytical Papers
For your first three analytical paper assignments, I have selected three articles that lend themselves well to theoretical analysis from the first four traditions of contemporary sociological thought that we cover. You are to apply as many ideas as possible from the theories we study in a tradition to analyze the real-life situations described in the selected articles. The fourth paper will be a theoretical analysis using the theories of post modernism to analyze the contemporary sociological phenomenon Facebook.

The purpose of the analytical papers is threefold: (1) to help you understand the theories and their potential for empirical application; (2) to develop your analytical abilities; (3) to enhance your writing skills. You should use ideas of the theorists that I present in class PLUS any major ideas presented solely in your assigned readings. [NOTE: Do NOT use information from outside references, unless these other sources of information are the ORIGINAL WORKS of the theorists.]

The analytical papers must be a minimum of 1,000 words each. There is no maximum word limit. You need to submit your papers via the drop boxes posted on our eCampus site. Your paper will be graded according to how thoroughly you apply the contemporary theoretical ideas, your insights regarding theoretical meanings and their applications, the organization and clarity of your written presentation, and the correctness of your grammar and spelling. You will have the opportunity to revise and resubmit the first three papers. There will be no opportunity for revise and resubmit on your fourth paper. See course schedule for paper topics/due dates.

Writing Workshop and Writing Studios
Class instruction will include one writing workshop in which experts from the TAMU Writing Center discuss how to edit your paper drafts to make your writing clear and concise and to reduce common grammatical errors. In addition, the class will include three writing studios to provide feedback and help you revise your original drafts of your first three papers. Because the workshop and writing studios are crucial to writing instruction in this class, your Paper 1 grade will be penalized 5 points if you fail to attend the Writing Workshop and another five points if you fail to attend the Writing Studio for Paper 1. Likewise, your Paper 2 and Paper 3 grades will be penalized 5 points each if you fail to attend the Writing Studios associated with these papers.

Consultation with TAMU Writing Center (Extra Credit)
Five points extra credit will be added to your Paper 1 grade if you participate in a personal consultation with a representative of the TAMU Writing Center before the deadline for the revision of Paper 1. You must take your completed first draft of Paper 1 with you to your consultation.

An additional five points extra credit will be added to either your Paper 2 or 3 grade if you participate in another consultation with a representative of the TAMU Writing Center.

NOTE: No extra credit will be given for online consultations. You must meet personally with a representative of the Writing Center.

ACCESSING eCampus
In addition to assignment instructions and drop boxes, I will use eCampus (ecampus.tamu.edu) to post your exam review questions, syllabus, any changes to the schedule, and other important notices. If you are unable to submit an assignment on your home computer, you can always use the computers at a University Computer Center. NOTE: I will NOT grade any assignments I receive by email. All assignments MUST be submitted via eCampus.
ACADEMIC HONESTY

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and submit it as your own, even if you have the permission of that person. Any student in this class who copies the work of another person and turns it in as his or her own will receive a grade of zero on the paper or examination and be referred to the Dean for appropriate disciplinary action. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under the section “Scholastic Dishonesty.”

RELIGIOUS HOLY DAYS

If I have scheduled an exam during a day that is designated a holy day by your religion, you are entitled to take a makeup exam if you desire. Please notify me prior to the regularly scheduled exam.

THE AMERICAN WITH DISABILITIES ACT

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at Cain Hall, Room B118, phone: 845-1637.

TENTATIVE COURSE SCHEDULE

* Required Reading

I. THE NATURE OF SOCIOLOGICAL THEORY

SEP 2


II. THE DURKHEIMIAN TRADITION

SEP 4

Durkheim’s Sociology Contributions

* “On Mechanical and Organic Solidarity, by Émile Durkheim, translated excerpt from The Division of Labor in Society [1893]
* “Egoistic Suicide and Anomic Suicide,” by Émile Durkheim, translated excerpt from Suicide [1897].

SEP 9,11

A Grand Conceptual Scheme: Talcott Parsons

* Biographical Sketch: Parsons
SEP 16  Empirical Functionalism: Robert Merton
*  Biographical Sketch: Merton

The Functions of Social Conflict: Lewis Coser

*** ANALYTICAL PAPER 1 ASSIGNED: An analysis in CONTEMPORARY Durkheimian tradition of packet readings “Mother Cow” by Marvin Harris. Pp. 6-27 in Cows, Pigs, Wars and Witches (see eCampus for specific assignment instructions). DUE SEP 23.

SEP 18  WRITING INSTRUCTION WORKSHOP

SEP 23  Stratifying Rituals: Erving Goffman, Basil Bernstein, Randal Collins
*  Biographical Sketch: Goffman
*  Biographical Sketch: Randall Collins
*  “Interaction Rituals and Class Cultures: Collins, Bernstein.” Pp. 219-224 in Collins Selected Readings

***SEP 25  EXAM 1

THE CONFLICT TRADITION

SEP 30  WRITING STUDIO (IN-CLASS): Bring a hard copy of the draft you submitted for Paper 1 to class. NOTE: Attendance at the writing studio is very important. Consequently, you will be penalized five points on your Paper 1 grade if you fail to attend the Writing Studio.

OCT 2  The Sociological Contributions of Marx and Weber

*** REVISION OF PAPER 1 DUE ON ECAMPUS

OCT 7  Organizations as Power Struggles: C. Wright Mills

OCT 9  Power and Class Conflict: Ralf Dahrendorf
*  “History and Biography: Dahrendorf”
OCT 14  Historical Change in Economic Inequality: Gerhard Lenski

OCT 16  Critical Theory: The Frankfort School and Jurgen Habermas
   * Biographical Sketch: Habermas

OCT 21  Geopolitics, States, and Global Inequality: Immanuel Wallerstein
   * Biographical Sketch: Wallerstein
   *** 1ST DRAFT OF PAPER 2 DUE ON ECAMPUS

***OCT 23  EXAM 2

IV. THE MICROINTERACTIONIST TRADITION

OCT 28  WRITING STUDIO (IN-CLASS): Bring a hard copy of the draft you submitted for Paper 2 to class. NOTE: Attendance at the writing studio is very important. Consequently, you will be penalized five points on your Paper 2 grade if you fail to attend the Writing Studio.

OCT 30  American Philosophical and Sociological Legacies: Pragmatism, Cooley, Mead
   *** REVISION OF PAPER 2 DUE ON ECAMPUS

NOV 4  Symbolic Interaction and Frame Analysis: Blumer vs. Goffman

NOV 6  The Sociology of Consciousness: Phenomenology and Ethnomethodology
   * Biographical Sketch of Garkinkel

V. STRUCTURALISM

NOV 11  Poststructuralism: Pierre Bourdieu
   * Biographical Sketch: Bourdieu
NOV 13  Poststructuralism: Michel Foucault
*  “Power as Knowledge,” by Michel Foucault.  Pp. 311-314 in Lemert.

NOV 18  Structuration Theory: Anthony Giddens
*  Biographical Sketch: Giddens
*  “Structuration Theory.”  Pp. 611-626 in Turner
*** 1ST DRAFT OF PAPER 3 DUE ON ECAMPUS

NOV 20  EXAM 3

VI. POSTMODERNISM

NOV 25  WRITING STUDIO (IN-CLASS): Bring a hard copy of the draft you submitted for Paper 3 to class. NOTE: Attendance at the writing studio is very important. Consequently, you will be penalized five points on your Paper 3 grade if you fail to attend the Writing Studio.

DEC 2  The Post-Modern Individual
*  Biographical Sketch: Riesman
***  REVISION OF PAPER 3 DUE ON ECAMPUS

DEC 4,9  Postmodern Society: Baudrillard, Jameson
*  “Jameson and the Culture of Late Capitalism” Pp. 41-44 in Denzin.
*  “Ressentiment as the Postmodern Emotion” Pp. 54-55 in Denzin.
***  ANALYTICAL PAPER 4 ASSIGNED: A post-modern analysis of “Facebook.” Due DEC 17.

DEC 17  PAPER 4 DUE ON ECAMPUS AT 8:00 A.M.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Katheryn Ann Dietrich, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: November 4, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 484

We recommend that SOCI 484 Field Experiences be certified as a writing (W) course for four academic years (9/16 to 9/20). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 6250
4. Instructor to student ratio for one section: 1:15

SOCI 484 is an internship course. Since original certification, the writing workshop has been deleted in favor of personalized instruction, which has garnered better results. Students write a first month journal and complete a sociological project related to their internship. Feedback comes from detailed instructor comments on the journal completed in the first month and is linked to instruction on eCampus specific to the student’s writing problems. The students submit two drafts of their project write-up and get instructor comments on both. Instruction also is provided via readings addressing writing issues such as organization and clarity.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   Socio 484-902, Field Experiences (Sociology Internship)

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor/Coordinator: [Signature]
Printed name and signature
(Date)

Received: [Signature]
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: [Signature]
Printed name and signature
(Date)

Department Head: [Signature]
Printed name and signature
(Date)

1.214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1466
writingcenter.tamu.edu
SYLLABUS
SOCI 484-900
SOCIOLOGY INTERNSHIP—WRITING INTENSIVE
(3 credit hours)
FALL, 2015

INTERNship DIRECTOR/INSTRUCTOR: Dr. Katheryn Dietrich
306 Academic Building
TAMU Phone: 845-9223
email: socintern@tamu.edu

OFFICE HOURS: By appointment

COURSE DESCRIPTION:
Participation in an approved agency. Field experiences will be supervised by selected agency personnel and appropriate faculty. Experiences and requirements will vary slightly according to placement and student interests. Prerequisite: Major in sociology; approval of Director of Sociology Internship Program.

COURSE OBJECTIVES/OUTCOMES:
A sociology internship is a professional learning experience that gives students an opportunity to apply sociological knowledge to "real world" experiences. The internship enables students to become familiar with the work of a sociologically related profession and learn the expectations for professionals in that particular field. The sociology internship also emphasizes scholarly achievement by requiring a sociologically-grounded research project, under the direction of the Director of the Sociology Internship Program, which relates to the mission of the agency. The internship thus provides intellectual as well as practical experience for the students. It also gives back to community agencies as the interns intellectually contribute to the more practical profession that they will be entering.

This section of SOCI 484 is a writing intensive course. This means that the course is designed to enhance students’ writing capabilities in the discipline of sociology. To accomplish this objective, the course requires a four-week journal of your observations and impressions at the agency and a 5,000-word research paper on a sociological topic related to the mission of the agency. For the latter, you are required to write a proposal justifying the choice of topic, means of analysis, and the references to be used in the paper. You will be allowed to submit two drafts of the paper for a revise and resubmit before final submission of the project. Writing instruction will be available through online reading assignments, writing instruction websites, required individual conferences with Dr. Dietrich, and, if needed, consultations at the TAMU Writing Center.

TRANSPORTATION, HOUSING
All students are responsible for their own transportation to and from the internship site and for obtaining their own housing if the internship is located outside the Bryan-College Station area.

COURSE REQUIREMENTS

Work at Agency Site
All interns are expected to work a minimum 100 total hours at their agency site during the semester. The specific times and number of hours per week worked should be negotiated with your agency supervisor. However, to allow sufficient time for us to receive your final evaluation from the agency before semester grades are due, you should try to complete your required agency work hours by the date specified on the schedule (see “IMPORTANT DATES”).
You are required to keep a time sheet of your hours, have it signed by your supervisor, and submit it to Dr. Dietrich at the end of the semester. Failure to complete the required hours of work at your agency will result in the following penalties:

- A letter grade deduction from the overall semester grade if an intern completes 90 percent but less than 100 percent of the required hours at the agency.
- Two letter grade deductions from the overall semester grade if an intern completes 80 percent but less than 90 percent of the required hours at the agency.
- A letter grade of “F” in the internship class if the intern completes less than 80 percent of the required hours at the agency.
- Q-drops will be allowed only in extraordinary circumstances that are beyond the intern’s control.

If an unusual circumstance threatens completion of your internship in a timely manner, inform Dr. Dietrich immediately.

The agency supervisors will be asked for a mid-semester and then end-of-semester evaluation of your work. The purpose of the mid-semester evaluation is to show ways in which you can improve; it will not count toward your grade. The final evaluation will count 50 percent of your grade.

**Contact with Sociology Internship Director (Dr. Dietrich)**

**Orientation:** All interns doing a local internship must meet for an initial orientation to the sociology internship program. See “IMPORTANT DATES” for date. NOTE: Attendance at this orientation is MANDATORY and will count toward your semester grade. Students who attend this orientation have much greater success in their internships and the associated academic requirements than those who do not attend.

**Weekly Updates:** All interns must email Dr. Dietrich weekly at socintern@tamu.edu for the duration of the internship. These emails should consist of a brief description your responsibilities at the agency during the preceding week, including highlights and any problems you have encountered. Please put in the subject heading of these weekly emails: **Weekly Update—name**

**Meetings with Dr. Dietrich:** Interns are expected to meet personally with Dr. Dietrich at least three times during the semester. The first month’s meeting will be to discuss your work at the agency and your topic and suggestions for your project. The second meeting will be to discuss your mid-term evaluation by your agency supervisor and my review of the first draft of your written project. The third meeting will be to discuss the second draft of your paper. Dr. Dietrich will contact you if additional meetings are needed to discuss needed revisions of your proposal.

**Other contacts:** Part of Dr. Dietrich’s job as Sociology Internship Director is to help maximize your internship experience. The Sociological Internship Program has contracts with the placement agencies, and these agencies have agreed to provide you with an internship—a learning, not just volunteer—experience. They are also required to treat you in a professional manner. If you have ANY problems during your internship, you need to bring these to Dr. Dietrich’s attention IMMEDIATELY.
First Month Journal

The purpose of the journal is to familiarize you with the agency, its mission, and clients and to encourage you to use your sociological knowledge to understand the social situations at the agency. The journal consists of two parts: (1) a minimum 250 word description of the agency’s mission, the characteristics of the clients served by the agency, the organizational structure of staff positions in the agency, the agency’s geographical location, and its physical layout; (2) a chronological daily description of your observations and sociological interpretations of social situations at the agency for the first four weeks you are actually working at the agency (after any training). In the daily chronologies, you should use your sociological knowledge to interpret social interactions you observe between the agency workers and their clients, between the clients and their families or friends. These daily descriptions should total a minimum of 1000 words. The journal should be typed and submitted via eCampus at the end of your first month of work at the agency.

Sociological Research Project

All interns are required to do a sociological project that relates to the mission of the agency. Before you begin the project, Dr. Dietrich MUST APPROVE your topic and a proposal specifying your research procedures and references.

Your project should begin with a sociological question. You will have a choice of two types of projects to answer your question: (1) a critical review of previous research OR (2) a research data analysis in which you analyze quantitative data that your agency has collected (or you have collected at the agency’s request). You must prepare your project EXACTLY according to the instructions in the relevant project guide posted on eCampus.

Critical Review of Previous Research. The purpose of this project is to enrich your experience at the agency by reviewing sociological research studies that address your topic question. The critical review of previous research will consist of several sections: (1) a statement of your question and how it relates to your agency; (2) review of 15 previous professional research studies that relate to your research question; (3) a critique of these studies in terms of their ability to answer your research question and needs for future research; (4) discussion of how agencies might use your research results to improve services to their clients.

Professional research is often reported in professional journals rather than books. Therefore, I recommend searching the database, Sociological Abstracts, to find refereed professional journal articles (see Project Guides).

Research Data Analysis. In this project you will be analyzing data that the agency has already collected or requests you to collect. NOTE: You absolutely MUST have the permission from your supervisor as well as Dr. Dietrich before beginning the research.

The research project can involve one of the following kinds of research:
- Quantitative statistical analysis of data already obtained by the agency.
- Survey Research: Construction of a brief survey instrument (at the request of your agency), collection of data, and quantitative statistical analysis of the data collected.
- Statistical analysis of data in records of the agency.

The research analysis paper will consist of several sections: (1) a statement of your topic question and how it relates to your agency; (2) review of 10 previous professional research studies that relate to your research question; (3) description of the nature and source of your empirical data; (4) analysis of your data, including relevant tables and graphs; (5) conclusion of your research findings and the implications of these findings for your agency.
**Topic and Proposal.** Prior to submitting your proposal, Dr. Dietrich will visit with you about your topic and the kind of project you will be doing. Then after the topic is approved, you are to submit (via eCampus) a proposal concisely stating your question, how it relates to your agency, how you intend to answer the question (if data analysis, specify the source of data and the methods of analysis), and an annotated bibliography of the articles you are using to inform your study. The latter should include complete bibliographic citations AND one or two sentences describing how each reference will contribute to your project. NOTE: Instructions for the proposals are specified in the project guides. You are expected to have read these guides BEFORE you come visit with Dr. Dietrich about your project topic. See “IMPORTANT DATES” at end of this document for due dates. ALSO, YOU WILL BE GRADED ON YOUR EFFORT ON THE PROPOSAL. YOUR PROPOSAL WILL COUNT 10 PERCENT OF YOUR FINAL PROJECT GRADE. FAILURE TO FOLLOW THE EXACT INSTRUCTIONS IN THE PROJECT GUIDE WILL RESULT IN A LOWER GRADE.

**Paper Drafts.** The first draft of your paper must include at least the first half of your paper (2,500 word minimum). The second draft of your paper must be a complete draft, including your conclusion (5,000 word minimum). NOTE: FAILURE TO SUBMIT THE REQUIRED FIRST AND SECOND DRAFTS ACCORDING TO THE DIRECTIONS ABOVE WILL RESULT IN DEDUCTIONS OF UP TO 10 POINTS PER DRAFT FROM YOUR FINAL PROJECT GRADE.

**Final Paper.** The final paper should be a minimum of 5,000 words; however, there is no maximum limit. Your project MUST follow your approved proposal, including the references and, if a data analysis project, the methods of data collection and analysis. IF you want to change anything in your final paper that was specified in your proposal, including your references, you must submit a revised proposal for approval.

Your term-project grade will reflect the thoroughness with which you have addressed your topic, the extent to which you followed the instructions in the project guide, and writing mechanics, including organization, clarity of expression, grammar, punctuation, and spelling. See “IMPORTANT DATES” at the end of this document for due date. Late papers will receive a 5 percent penalty for every day they are late unless due to a university excused absence (see below).

**Reading Assignments and Online Instructions about Writing Techniques**
Reading assignments are posted on eCampus from the following source:

Web site links to grammatical instructions for writing are posted on eCampus. Read these before preparing Draft 1 of your paper. Then consult these materials as needed in preparing and revising your manuscript.

**Symposium Presentation**
All interns are required to give a 10 minute power point presentation at a symposium at the end of the semester. In addition to giving your presentation, you are required to listen to three others.

The power point presentation should include a summary of your internship experience (agency name, mission, your role as an intern), a photo of you at your intern site, and a synopsis (specifying your major findings) of your sociological project. A guideline for the presentation will be provided on eCampus. The power point must be submitted to Dr. Dietrich for editing and approval before submission on eCampus.
GRADING:
Completion of Internship Hours and Supervisor Evaluation 50%
Contacts with Dr. Dietrich (inc. weekly email updates) 5
First Month Journal 10
Sociological Project 25
Symposium Presentation 10

Grading Scale:  
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F <60

Writing Portions of the Course: Because this is a TAMU writing intensive course, failure to complete and pass the first-month journal and sociological project with a D or better will result in failure of the writing intensive portion of the course and the course will not count toward completion of the student’s requirement for a writing intensive course.

PROFESSIONAL BEHAVIOR
While at the agency, students must abide by the rules of conduct established at that agency and in ways that are consistent with TAMU's code of ethics. Students must conduct themselves in a "professional manner," which includes appropriate dress and not engaging in office gossip, using profanity, or telling offensive jokes. Dr. Dietrich reserves the right to contact supervisors at the agencies any time during the semester. If an intern fails to perform his or her intern duties and meet the required standards of the agency, the intern will be removed from his or her internship position and be given a failing grade for the internship course.

ACADEMIC HONESTY
"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. See the following for information regarding the Aggie Honor Code and Honor Council Rules and Procedures: http://www.tamu.edu/aggiehonor

Students are expected to keep an accurate and honest record of the hours they have worked at the agency. Interns who falsify their time sheets will be given a failing grade.

THE AMERICAN WITH DISABILITIES ACT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at Cain Hall, Room B118 or call 845-1637. For additional information visit http://disability.tamu.edu

ECAMPUS
Dr. Dietrich will use eCampus to post much of the relevant information for this course, including the important dates, reading assignments, and instructions for the paper assignments. Students are expected to submit their journals, proposals, research projects, and power points via the designated assignment drop boxes on eCampus.
IMPORTANT DATES

AUG 31  Internship Orientation 7:00pm ACAD 326
AUG 31-SEP 7  Begin work at your agency (unless your agency requests a later start date)
SEP 14-21  Office visit with Dr. Dietrich to discuss your project topic
SEP 30  Project Proposal Due – submit on eCampus
OCT 12  First-Month Journal Due – submit on eCampus
OCT 12  Give midterm evaluation form to supervisor
OCT 19  First Draft of Paper Due – submit on eCampus
NOV 9  Second Draft of Paper Due – submit on eCampus
NOV 23  Final Project Due – submit on eCampus
DEC 1  Email power point to Dr. Dietrich for approval
DEC 4  Complete your 100 work-hour requirement at your agency
DEC 6  Submit “approved” power point presentation on eCampus
DEC 9,10  SOCIOLOGY INTERNSHIP SYMPOSIUM

Other dates:
I will contact you to set up the date of your 2nd required office visit after I have received your midterm evaluation from your supervisor.

Submit your time sheet with your supervisor’s signature as soon as you finish your 100 hours at your agency. Time sheets will NOT be accepted after DEC 10 EXCEPT WITH SPECIAL PERMISSION FROM DR. DIETRICH.
TO:          Faculty Senate Executive Committee
FROM:        Valerie Balester, Chair, W and C Course Advisory Committee
CC:          Larry Johnson, Department of Veterinary Integrative Biosciences
             Evelyn Tiffany-Castiglioni, Head, Department of Vet. Integrative Biosciences
             Elizabeth Crouch, AOC Dean, College of Veterinary Medicine
DATE:        November 4, 2015

SUBJECT:     REPORT ON RECERTIFICATION OF W COURSE: VIBS 443

We recommend that VIBS 443 Biology of Mammalian Cells and Tissues be certified as a writing (W) course for four academic years (9/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 25%
2. Course content appropriate to the major
3. Total number of words: 3250
4. Instructor to student ratio for one section: 1:25

VIBS 445 is a four-credit course. Graduate and undergraduate assistants help review drafts of papers, but the final versions are graded by the instructor. Students write a term paper and do preparative homework, which helps them learn terms and practice for type of writing required in the final paper. This consists of 25 short description assignments between 50 and 100 words. They turn in an outline, a description, and three drafts (with the final draft being 2000 words). For instruction, a lecture is given on scientific writing.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
(enter prefix, number, and complete course title):

VIBS 443
Biology of Mammalian Cells and Tissues

2. Have this form signed by both the department head and the college dean. Provide a copy of the
syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Larry Johnson
Printed name and signature
(Date)

Received: Valerie Balester
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: Robert Bueghardt
Printed name and signature
(Date)

Department Head: Evelyn Tiffany-Castiglione
Printed name and signature
(Date)
Syllabus for

BIOLOGY OF MAMMALIAN CELLS AND TISSUES

VIBS 443 Biology of Mammalian Cells and Tissues Spring 2015

Class meets: M. W. F. 9:10 a.m.-11:10 a.m. or 10:20 a.m.–12:20 p.m. Room: VMA 230

Course Coordinator
Larry Johnson, Ph.D.
Professor
Department of Veterinary Integrative Biosciences
VMS Rm. 159 ljohnson1@tamu.edu
Phone 845-9279

Clinical Faculty
Fred Clubb, Jr. DVM. MS, Ph.D.
Clinical Professor
Department of Pathobiology

Instructors
Marvin Cannon, Ph.D.
Professor Emeritus
Human Anatomy and Medical Neurobiology

Guest Instructors
Ian R. Tizard, B.V.M.S., Ph.D.
Professor
Department of Pathobiology

Dana Kneese, DVM, Ph.D.
Instructor
Department of Veterinary Integrative Biosciences

Barbara Gastel, MD, MPH
Professor of
Veterinary Integrative Biosciences

Course Graduate Assistant
Jennifer Graham, VIBS

Larry Dangott, Ph.D.
Research Scientist, Director
Protein Chemistry Laboratory
Biochemistry and Biophysics

Course Undergraduate Assistant
Bhaskari Burra, BIMS

Manual is modified from that used in a course entitled, “The Biology of Cells and Tissues,” produced by the Department of Cell Biology and Anatomy at Southwestern Medical School, Dallas, Texas. Dr. Johnson previously was a member of that faculty and was co-author of the previous manual.
**Course #/Title:** VIBS 443 Biology of Mammalian Cells and Tissues  

**Class Meets:** M. W. F. 9:10 a.m.-11:10 a.m. or 10:20 a.m.–12:20 p.m.  

**Room:** VMA 230

**Schedule:**

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<td>Fri. 01/22/16</td>
<td>Lab – Introduction to Cells, Tissues, and Microscopy</td>
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<td>Mon. 01/25/16</td>
<td>Lecture – Membranes and Receptors</td>
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<td>Wed. 01/27/16</td>
<td>Conf. – Membranes and receptors</td>
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<td>Writings: Outlines, Descriptions, and Scientific Journal</td>
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<td>Lab – Cell Structure I</td>
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<td>Conf. – RER, Golgi, and Secretion</td>
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<td>Lab – Nucleus and Mitosis</td>
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<td>Lab – Peripheral Blood</td>
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<td>02/01/16</td>
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<tr>
<td>Wed. 03/02/16</td>
<td>Lab – Hematopoiesis</td>
<td></td>
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<tr>
<td></td>
<td>Lecture Peripheral Nervous System</td>
<td></td>
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</tr>
<tr>
<td>Fri. 03/04/16</td>
<td>Lab – Peripheral Nervous System</td>
<td>First Draft</td>
<td></td>
<td>108</td>
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<tr>
<td></td>
<td>Lecture – Blood and Lymph Vessels</td>
<td></td>
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<td>Mon. 03/07/16</td>
<td>Lab – Blood and Lymph Vessels</td>
<td></td>
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<td>113</td>
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<td></td>
<td>Lecture – Overview of the Immune System</td>
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<td>Wed. 03/09/16</td>
<td>Mid-Term Lab Practical Exam</td>
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<td>Mid-Term Conference Exam</td>
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<td>Fri. 03/11/16</td>
<td>Mid-Term Didactic Exam</td>
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<td></td>
<td>Comments on First Draft</td>
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<tr>
<td>Wed. 03/16/16</td>
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<td>Fri. 03/18/16</td>
<td>Spring Break</td>
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<tr>
<td>Mon. 03/21/16</td>
<td>Conf. – Endothelial Cells</td>
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<td>Lecture – Structure of Lymphoid System Components</td>
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<td>Wed. 03/23/16</td>
<td>Lab – Lymphoid System</td>
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<td>Lecture – Endocrine System</td>
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<td>Fri. 03/25/16</td>
<td>Lab – Lymphoid System (continued)</td>
<td>Second Draft</td>
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<td>(124)</td>
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<td></td>
<td>Lecture – Endocrine System (continued)</td>
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<td>Mon. 03/28/16</td>
<td>Lab – Endocrine System</td>
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<td></td>
<td>Lecture – Integument</td>
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<td>Wed. 03/30/16</td>
<td>Lab – Endocrine System (continued)</td>
<td>Quiz 4</td>
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<td>Lecture – Digestive System</td>
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<td>Date</td>
<td>Topic</td>
<td>Writings Due</td>
<td>Quiz</td>
<td>Page</td>
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<td>Fri. 04/01/16</td>
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<tr>
<td>Mon. 04/04/16</td>
<td>Lab – Integument</td>
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<td>138 142</td>
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<tr>
<td></td>
<td>Clinical Correlation – Lymphoid System</td>
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<tr>
<td>Wed. 04/06/16</td>
<td>Lab – Digestive System</td>
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<td></td>
<td>Lecture – Digestive System (continued)</td>
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<td>Fri. 04/08/16</td>
<td>Lab- Review</td>
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<tr>
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<td>Lecture – Liver, Gallbladder, Pancreas, &amp; Salivary Glands</td>
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<td>Mon. 04/11/16</td>
<td>Lab – Liver, Gallbladder, Pancreas, &amp; Salivary Glands</td>
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<td>Lecture – Respiratory System</td>
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<td>Wed. 04/13/16</td>
<td>Conf. – Diabetes</td>
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<td>Lecture – Urinary System</td>
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<td>Fri. 04/15/16</td>
<td>Lab – Respiratory System</td>
<td>Quiz 5</td>
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<td>Clinical Correlation – Disease in Various Organ Tissues</td>
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<tr>
<td>Mon. 04/18/16</td>
<td>Lab – Urinary System</td>
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<td></td>
<td>Lecture – Male Reproductive System</td>
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<td>Wed. 04/20/16</td>
<td>Lab – Male Reproductive System</td>
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<tr>
<td>Fri. 04/22/16</td>
<td>Conf. – Male Reproduction</td>
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<td>Lecture – Female Reproductive System</td>
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<td>Mon. 04/25/16</td>
<td>Lab – Female Reproductive System</td>
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<td>Wed. 04/27/16</td>
<td>Conf. – Female Reproduction</td>
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<td>Lecture – Eye</td>
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<td>Fri. 04/29/16</td>
<td>Lab – Eye</td>
<td>Final Conference Exam</td>
<td>Quiz 6</td>
<td>186</td>
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<td>Review</td>
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<tr>
<td>Mon. 05/02/16</td>
<td>Final Lab Practical Exam</td>
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<td>Monday 05/04/16</td>
<td>*Final Didactic Exam (8:00 a.m. – 10:00 a.m.)</td>
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<td>*(Completed evaluation forms are required to receive final exam)</td>
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<td>14-16</td>
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</tbody>
</table>
COURSE FACULTY AND RESEARCH OR TEACHING INTEREST

Larry Johnson, Professor, Course Coordinator
Department of Veterinary Anatomy and Public Health
B.S. North Carolina State University, 1971
M.S. Virginia Polytechnic Institute and State University, 1974
Ph.D. Colorado State University, 1978
Research interests - Biology of the testis and spermatogenesis, control of Sertoli cell number and testicular size, effect of age, season, and toxins on the numbers of testicular somatic cells and germ cells and on germ cell degeneration during different developmental steps throughout spermatogenesis.
Academic interests are to prepare students for medical and veterinary schools and stimulating interest in science among the youth.
VMS Room 159  845-9279  ljohnson1@tamu.edu

Laboratory Instructors
Marvin Cannon, Ph.D.  Dana Kneese, DVM, Ph.D
Professor Emeritus  Instructor of Veterinary Integrative Biosciences
Human Anatomy and Medical Neurobiology  Texas A&M Health Science Center

Guest Instructors
Ian R. Tizard, B.V.M.S., Ph.D.  Fred Clubb, Jr. DVM. MS, Ph.D.
Professor  Clinical Professor
Department of Pathobiology  Department of Pathobiology

Larry Dangott, Ph.D.  Barbara Gastel, MD, MPH
Research Scientist  Professor of
Biochemistry and Biophysics  Veterinary Integrative Biosciences

Course Laboratory Assistants
Jennifer Graham
Graduate Student
Veterinary Integrative Biosciences

Course Undergraduate Assistants
Bhaskari Burra
Biomedical Science
President of TAMU Pre-med Society

ACKNOWLEDGEMENT FOR TEXTBOOKS FROM WHICH FIGURES WERE MODIFIED.

These include Alberts, Banks, Elias, Fawcett, Juqueira, Langley, Tuttle, and Weiss. Also; Nature was
used. See the last page of this manual for complete citations.

COURSE OVERVIEW

Biology of Mammalian Cells and Tissues VIBS 443 “W” course classification
Larry Johnson

VIBS 443 is designated as a “W” (writing-intensive) course, meaning it is dedicated in part to improving writing skills most commonly associated with the discipline. In addition to the technical and analytic content of the assignments, papers and essays will be graded in part for spelling, grammar, punctuation, style, and clarity. Several class periods will be devoted to in-class writing instruction and activities such as revising and proofreading. All students enrolled in VIBS 443 must pass the writing requirement of this “W” course to pass the course.

All students must take at least two courses in their major that is designated as fulfilling the writing graduation requirement (W). This requirement may not be met by any course listed as a University Core Curriculum communication requirement, nor may it be met through credit-by-examination. A “W” course focuses more on writing.

The W course is expected to be in the major or related to the major. One way this can be determined is whether the course is used to calculate the GPR in the major.

Passing Requirements:
Students must pass the writing assignments to pass the W course.

I. Objectives
   A. To make a transition from molecular events to organ systems
   B. To have classical histology merged with modern cell biology
   C. To learn technical skills - new types of vision - using the light microscope and electron microscope
   D. To learn the relationship between cell structure and cell function, and how organ architecture facilitates its function
   E. To learn normal histology as a prerequisite for understanding pathology
   F. To learn how to write scientific papers and make edits to improve writing.

II. Materials
   A. Laboratory notebook (electronic)
   B. Course schedule
   C. Histology images, electron micrographs, computers and their care
   D. YouTube (https://www.youtube.com/channel/UCHxw6vH2_3Mduq8XLqqDRLA/playlists) and PPTs to introduce each laboratory with hyperlinks to the microscopic images
   E. Lecture outlines, laboratory exercises, word slides, and study guides for each lecture
   F. Evaluations - must be returned to receive final exam
III. Organization

A. Cell Biology - Tissues - Organs - Organ Systems

B. Lectures (26) begin usually at 10:20 a.m. are supplemented by five clinical correlations to relate lectures material to pathological conditions. The objective of lectures is to learn about structure - function relationships and fundamental concepts.

C. Laboratories: To learn cell and tissue appearance and function. Subject matter of laboratories usually will be that material covered in lecture of the previous class period.

D. Conferences: (10) To develop conceptual thinking for problem solving. Instructional parts of the conferences will be flipped so you can prepare prior to the conference period.

E. Term paper: written about one of the ten conference topics, as an opinion article published in a scientific journal format (e.g., 2,000 words) for 250 points of 1000 points

**Term Paper Objectives**

- To advance understanding of conference topics as they relate real-world situations
- To improve communication skills among students in medical fields
- To improve awareness of issues related common diseases

**Term Paper Prompt**

Choose one of the discussion conference topics about which to compose your essay. Using the attached sample as a guide, write about issues relating to your topic. Assume this will be published in a scientific journal and will be read by your professional colleagues (your peers). Use two or more outside sources, which should be cited correctly at the end of the paper, and describe your opinion concerning this topic and its implications for the medical field.

The final product should be 2,000+ words (not to exceed 3,500 words), typed and double-spaced, in Times New Roman, with 1” margins. Be sure to include the title of the discussion conference in the paper and a list of your sources at the end. If you use a direct quotation, you must correctly cite it in the paper.

**Login to the university computers**

1. Login as a vet or grad student or if undergrad, use the ID of “cvmlab” with the password of “ASTud3nt”.
2. Wait for the icons on the lower right corner of the task bar to appear (usually around 5 icons).
3. Click on Start, VIBS folder, Imagescope
4. Once the program loads, Click on File, Open Image
5. Change to the X:\classes drive
6. Click on "Shortcut to LJohnsonHistologySlides"
7. Choose the file you want to view.
Hence, you will login, load program, load files, and select file.

Training

Students will be given examples of previous works in class, with a specific lecture dedicated to instructing students about writing for scientific journals.

Submittals

The following will be due throughout the semester. Feedback will be given at each step, with a final grade for the final draft.

Outline
Description
First Draft
Second Draft
Final Draft

Grading of Term Paper

| Final Draft: | 250 |
| Total Percent of Course: | 250 |

F. Preparative homework is part of the "W" course requirement and allows the student
to become familiar with the subject of the lecture before the lecture period. Preparative homework (25 sets total) is due before the lecture on that day that the subject matter is covered in the lecture. The homework will consist of a list of 3 to 5 structures or structural features unique or specifically characteristic of cells, tissues, organs, or organ systems covered in the lecture that day, and one sentence for each describing how these structures or structural features contribute to the unique function that of given cell, tissue, organ, or organ system. Possibly, a randomly-selected subset of homework will be graded; however, all homework submitted on time will be recorded.

G. Exams

1. Quiz to test all materials covered since last quiz or didactic test
2. Practical exams to test concepts and identifications
3. Essay exams on conference material
4. Didactic exams to test everything

H. Grading

1. Point distribution

<table>
<thead>
<tr>
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<th>Point Values</th>
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<tbody>
<tr>
<td>a. Preparative homework writing assignment</td>
<td>100</td>
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<tr>
<td>b. Quiz (6) every other week</td>
<td>200</td>
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<tr>
<td>(50 points each, drop 2)</td>
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<tr>
<td>c. Term paper writing assignment</td>
<td>250</td>
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<tr>
<td>d. Mid term</td>
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<tr>
<td>i. Practical portion</td>
<td>100</td>
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<tr>
<td>ii. Conference essay portion</td>
<td>25</td>
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<td>iii. Didactic portion</td>
<td>100</td>
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<td>e. Final</td>
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<tr>
<td>i. Practical portion</td>
<td>100</td>
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<tr>
<td>ii. Conference essay portion</td>
<td>25</td>
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<tr>
<td>iii. Didactic portion</td>
<td>100</td>
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<tr>
<td>f. Total</td>
<td>1000</td>
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</table>

2. A=900+; B=800-899; C=700-799; D=600-699; F=599-0

3. Student participation in class and student enhancement of the objectives of the course are encouraged and may pay off in borderline cases.

4. Scholastic dishonesty including plagiarism as defined at the TAMU Web Site (http://student-rules.tamu.edu/rules20.htm) will not be allowed.

5. Grades may be curved at the end of the semester.

Helpful Sources:

TAMU Writing Center

Policies:
1. A university-excused absence is the only excuse acceptable for missing an exam or homework due date. The fact that an absence is a university excused absence does not relieve the student of responsibilities for prior notification and documentation. I must be notified of your excused absence by the second working day after your last day of absence. If this second day is a class day on which an exam is scheduled, you must notify me within 1 working day after your return to class. If the absence is excused, the student will complete the makeup exam on a date agreed upon by the student and me. The makeup exam must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The makeup exam may be essay and short answer questions. Any university-excused exam, assignment, or makeup exam not completed WILL result in a grad of I (incomplete). The work needed to complete the course must be completed before the last day of classes during the next Fall or Spring semester in which the student is registered. Otherwise, the grade will become an F.

2. Late work is unacceptable.
3. I will do my best to have the exams back to you within one week. Any exam questions you feel have been graded incorrectly (or that I miss-graded) may be resubmitted to me with a written explanation attached to the original exam. Please realize that any resubmitted exams (other than a simple miss-grade) are subject to a complete re-grade.
4. Grade scale: A = 900+; B = 800-899; C = 700-799; D = 600-699; F = 599-0
Note: Attendance counts and is expected! I am more inclined to work with people who are here. Also, should a curve be necessary, I will curve exams rather than final course grades. Please note that makeup exams do not receive the benefit of a curve, as they are a different format than the general exam given to the class.
5. Scholastic dishonesty will not be tolerated! Any dishonesty will result in a zero for the exam or paper (i.e., Dishonesty includes plagiarism) and a letter of reprimand. In addition, it is the university’s right to seek conduct probation, suspension, or dismissal from the university, as provided for in the Aggie Honor Code.

The Aggie Honor Code, definitions of academic dishonesty, and procedures for handling dishonesty cases may be found at http://www.tamu.edu/aggiehonor/. I recommend all students read this!

The following is taken from the student rules website found at http://www.student-rules.tamu.edu:
20.1 Categories of scholastic dishonesty: Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty.
20.1.1 Acquiring information: Acquiring answers for any assigned work or examination from any unauthorized source. Working with another person or persons on any assignment or examination when not specifically permitted by the instructor. Observing the work of other students during any examination.
20.1.2 Providing information: Providing answers for any assigned work or examination when not specifically authorized to do so. Informing any person or persons of the contents of any examination prior to the time the examination is given.
20.1.3 Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
20.1.4 Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.
20.1.5 Fabrication of information: The falsification of the results obtained from a research or laboratory experiment. The written or oral presentation of results of research or laboratory experiments without the research or laboratory experiment having been performed.
20.1.6 Violation of Departmental or College Rules: Violation of any announced departmental or college rule relating to academic matters, including but not limited to abuse or misuse of computer access or information.

20.1.7 Falsification of Information: Changing information on tests, quizzes, examinations, or any other
material that has been graded and resubmitting it as original for the purpose of improving the grade on that material.

6. Texas A&M has very clear policies regarding discrimination (The America with Disabilities Act is a federal act which all states and state institutions must comply with) and sexual harassment. Should you feel that you have a disability that requires accommodations to ensure a proper learning environment, you may contact the Office of Services for Students with Disabilities in the Department of Student Life Services. The American with Disabilities Act is as follows:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit: http://disability.tamu.edu.

I feel very strongly that anyone who wants to take this course should be able to do so, regardless of physical ability. If you have a disability which requires some special accommodation, please make an appointment with me within the first 2 weeks of the semester to discuss the appropriateness of the instructional methods in this class or any academic adjustments that may be needed.

7. There are formal processes for dealing with grievances concerning grades, scholastic dishonesty, and failure to provide adequate learning environments, sexual harassment and discrimination. If there are major concerns about the conduct of this course (and an agreeable resolution cannot be mat between you and I), you may contact Dr. "Skip" Landis, RM 81 VMTH. Alternatively, for disability and sexual harassment grievances, you may contact the Vice President of Student Affairs. For formal processes regarding scholastic dishonesty, please see the Honor Code Website and the Student Rules and Regulations.

8. The aforementioned policies are in compliance with and derived from the TAMU Rules and Regulatory Compliance statements found in the policies and rules section of the TAMU Website.

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."